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ABSTRACT

This book presents the findings of a study of the moral character of the U.S. generation in the 15 to 30 age group. The research results were from a comprehensive study of ethical attitudes and behaviors in the United States. During 1991 and 1992, a survey of nearly 9,000 young people and adults was conducted. Survey topics included value priorities and views about theft, lying, and cheating. Analysis of the data drew comparisons between generations. The report also explores the causes of ethical deterioration and possible solutions. Seven appendices are included: (1) an executive summary; (2) demographics; (3) data tables; (4) the Aspen Declaration; (5) a list of ethical do's and don'ts; (6) a discussion of six pillars of character; and (7) information about the Institute. (LBG)

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A Report:

Ethics, Values, Attitudes and Behavior in American Schools

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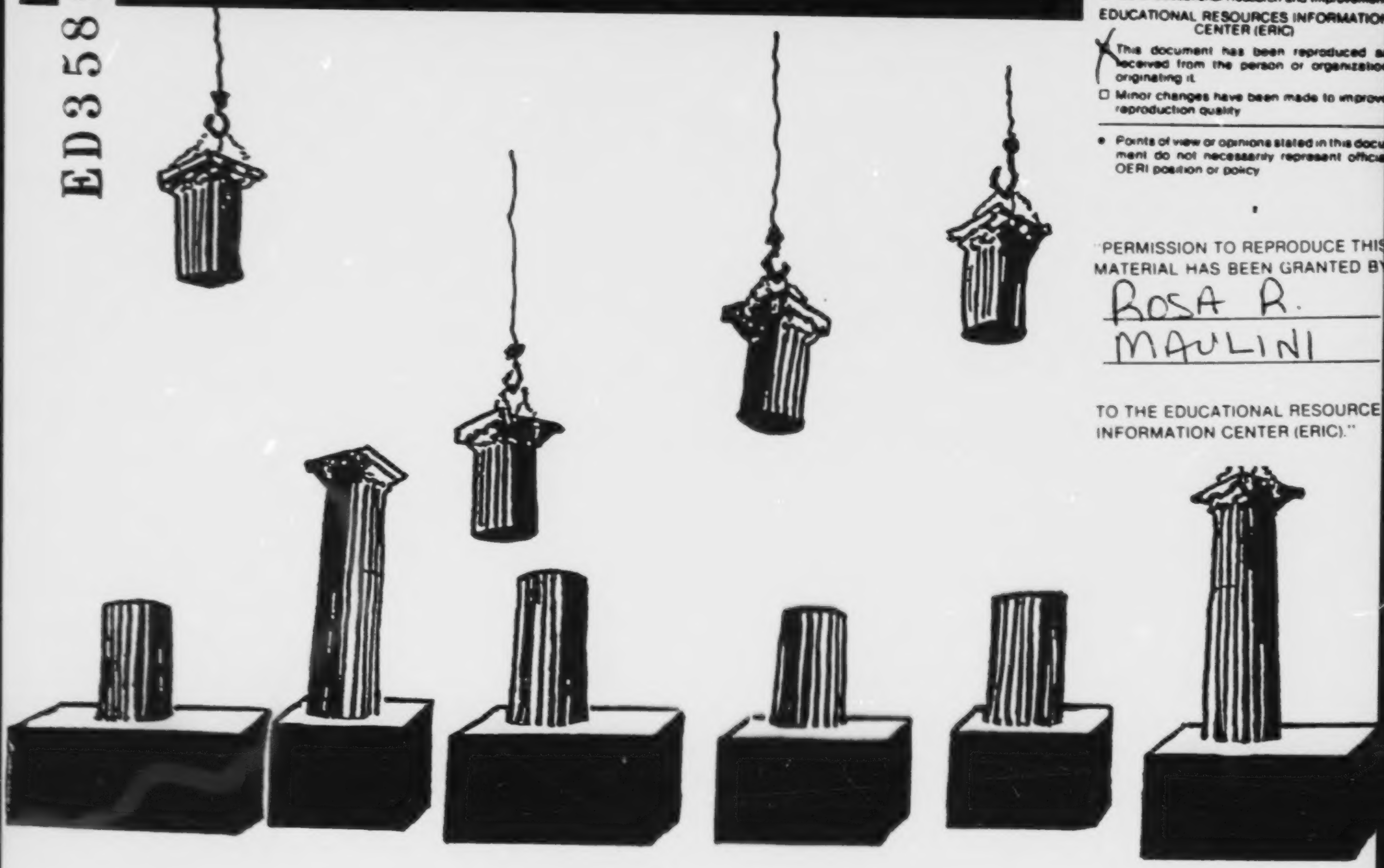

Putting In Place
The Six Pillars Of Character
For Today's Youth - Tomorrow's Leaders

SO 023 054

Joseph & Edna
JOSEPHSON INSTITUTE OF ETHICS

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JOSEPH & EDNA JOSEPHSON INSTITUTE OF ETHICS is a nonprofit, 501(c)(3) non-partisan, membership organization designed to gather and focus the moral energy of people who want to do something to make our society more honest, more fair, more caring and more accountable. Our mission is unique in that it focuses on action and behavior rather than on research and theory. That is, we teach an effective means of increasing ethical decision-making and behavior through publications, training, workshops and consulting. We thank you for your interest in the Josephson Institute and we invite you to share our mission with your friends. Share this publication. Give gift memberships. Or you can send us the names of people who you feel might be interested in our work and we'll be more than happy to introduce them to what we're doing. As we work towards a more ethical society, remember that change will only be made one person and one decision at a time.

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ETHICAL VALUES, ATTITUDES, AND BEHAVIORS IN AMERICAN SCHOOLS

by

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1992

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PART ONE

A Warning and Call to Action

The Report

Major Variables

- Age
- Gender
- Private v. Public Schools
- Socio-Economic Status

Report 2

ETHICAL VALUES, ATTITUDES, AND BEHAVIORS IN AMERICAN SCHOOLS

PART ONE

A WARNING AND A CALL TO ACTION

THERE IS A HOLE IN OUR MORAL OZONE AND IT SEEMS TO BE GETTING BIGGER.

Youth bashing and "woe-is-us" assessments of the moral quality of the young are so common it is almost impossible to determine whether the warnings are valuable prophecies or simply more "chicken little" alarmism -- the sky is falling, the sky is falling. This study concerning the ethics of American youth may not show that the sky is falling, but it should be read as both a warning and a call to action.

Quite simply, there is a hole in our moral ozone and it seems to be getting bigger. The report shows beyond question that unacceptably high numbers of young people consistently act dishonestly or irresponsibly. Far too many steal, lie and cheat -- on the job, in school and in their personal relationships.

The problem is severe and the stakes are high. After all, this generation will be the stewards of our communities, nation, and planet in extraordinarily critical times. In this context, it is not an overstatement to note that the present and future well-being of our society will depend on the character and competence of this new generation.

As they enter the work force to do their jobs, whether they be teachers, politicians, bankers, business executives, mechanics, nuclear inspectors, journalists or generals, their penchant to get what they want (or avoid what they don't want) through improper means can create political, economic and environmental crises of unprecedented enormity.

Although this report should intensify concern about the moral character of the 15-30 generation and the social implications of their attitudes and conduct, it would be a mistake to think of this group of young people as moral mutants devoid of conscience or good will. And while each individual must be held personally accountable for his or her ethics and choices, it is important to recognize that the values and dispositions of this generation were formed in a culture where bad examples produce cynicism and where unprecedented parental and economic pressures to succeed drive a desire to win at any cost. The negative attitudes and misbehavior documented here are more often the product of survival strategies and coping mechanisms than inherent moral deficiency.

Americans must open their eyes to our collective failure to inculcate in the next generation the fundamental core values which form the foundation of a healthy democratic society:

TRUSTWORTHINESS
RESPECT
RESPONSIBILITY
FAIRNESS
CARING
AND
CIVIC VIRTUE

The over-30 generation has badly bungled its role as teachers of the young by its own short-sighted, undisciplined and unprincipled conduct. In fact, we have created a backwards moral society where cheaters prosper, honesty often costs more than it pays and it is too easy to believe that ethics is for suckers and that good guys finish last.

If it does nothing else, we hope this report will open the eyes of Americans to our collective failure to inculcate in the next generation the fundamental core values which form the foundation of a healthy democratic society: Trustworthiness, Respect, Responsibility, Fairness, Caring and Civic Virtue. We call these core ethical values the six pillars of character, and it is the character of the young that needs to be improved.

We can produce an involved, caring citizenry with good moral character only if a far higher proportion of adults accepts the responsibility to teach and model these core ethical values. We know that people do not automatically develop good moral character. It requires the combined efforts of parents supported by schools, faith communities, youth and other human service organizations .

Conscientious efforts must be made by each of these groups to help young people develop the values and abilities necessary for moral decision making and conduct.

Direct instruction designed to increase ethical awareness, commitment and problem-solving capabilities is essential but it is not nearly enough. We need to consistently emphasize and reinforce the core ethical values through better role-modeling and through the reward and discipline systems that so often drive behavioral decisions. Individuals and institutions, especially the high schools and colleges, must demonstrate the importance of ethical values by demanding that teachers and administrators set more consistently positive examples. We must also bolster our moral rhetoric by holding young people and adults accountable for all ethical transgressions.

Direct instruction designed to increase ethical awareness, commitment and problem-solving capabilities is essential, but it is not nearly enough.

Parents owe it to their children to see that in all areas in which their children must perform or compete ethical principles are ground rules. The honest and well-intentioned must be protected from cheaters and liars. School officials have a special responsibility to assure that those who follow the rules and do the right thing are not disadvantaged.

Whether from a lack of will, courage, integrity or foresight, our permissiveness has created vast "free crime zones" where lying, cheating and even theft are allowed to flourish because there is no realistic fear of negative consequences.

This report raises and addresses three complex and important questions:

1. *Are the ethics of this generation really any worse than those of their predecessors?*
2. *If the ethics of young people today are worse than their predeccessors, what are the primary causes?*
3. *What can and should be done?*

All that is necessary for evil to triumph is for good people to do nothing.

--Edmund Burke

We invite your commentary, but even more, we hope you will take this warning and call to action personally. As Edmund Burke said, "All that is necessary for evil to triumph is for good [people] to do nothing."

◆ The Report

This report is based on a comprehensive survey of American ethical attitudes and behaviors by the Joseph & Edna Josephson Institute of Ethics. During 1991 and 1992, 8,965 young people and adults completed extensive anonymous written questionnaires focusing exclusively on issues of ethics. Participants answered variations of over 100 objective and open-ended questions designed to reveal the values and behaviors of young people in American high schools and colleges. The study analyzes the responses of 3,243 high school students and 3,630 college students in comparison to 2,092 persons not in school, the vast majority (88%) of whom were over 30 years old.

In addition to providing a statistical analysis of the responses, the report includes written comments revealing the thoughts and attitudes of young people in their own words. The report was prepared by Michael Josephson, founder and president of the Institute, who has supplemented the data with additional research and, occasionally, personal experiences arising out of his seminars, workshops and media interviews.

◆ Background

The genesis of this report was the publication in 1990 of the Joseph & Edna Josephson Institute of Ethics first study called ***The Ethics of American Youth.*** That report reviewed scores of surveys, polls, studies, statistical reports, interviews and expert analysis concerning the attitudes and behavior of the 18-30 year-old generation. It described a substantial minority of the twentysomething generation as the "I Deserve Its" or IDIs because of a tendency to adopt a self-centered philosophy that goes something like this: "Whatever I want, I need. Whatever I need, I deserve. Whatever I deserve, I have a right to have and I will do almost anything to get it."

The "I Deserve It" Generation

Whatever I want, I need. Whatever I need I deserve. Whatever I deserve, I have a right to have and I will do almost anything to get it.

Although that report was researched exhaustively and based on dozens of studies, reports and polls about the ethics of youth, the Institute did not conduct its own surveys and there was no solid data in many areas of concern. Moreover, many of the studies did not lend themselves to direct comparison. As a result, it was difficult to find clear trends and accurately assess the operational values of the under-30 generation.

In order to provide more extensive information on the behavioral ethics of young people and to provide national data to establish benchmarks for future comparisons, the Institute embarked on an extensive two-year project to assess in detail the ethical attitudes and conduct of Americans of all ages.[1]

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[1] It is the intent of the Josephson Institute to publish similar reports every two or three years to provide a "report card" on the ethics of adults and young people in American schools and discuss trends.

To accomplish this task, survey instruments were developed to gauge a wide range of beliefs and behaviors bearing on issues of ethics.

◆ Major Variables

AGE

There is a clear correlation between ethics and age -- the older the group, the more likely they were to express strong ethical values and refrain from dishonest and other unethical conduct. Thus, college students steal, lie and cheat less than high schoolers, and those out of school, especially those over 30, engage in such conduct less than college students. It is not clear from this survey the extent to which the distinct differences based on age reflect a natural moral maturation process or diminishing ethical convictions among the younger generations. [2]

GENDER

In many major areas of attitudes and behavior there are distinct differences in attitudes and behaviors of females and males. In general, females engaged in substantially less unethical behavior and demonstrated higher levels of commitment to ethical values and perspectives.

PRIVATE V. PUBLIC SCHOOLS

At the high school level, students in both religious and secular private schools generally cheated less and expressed more positive ethical attitudes about academic honesty than students in public schools. They did not, however, steal or lie less. In college, students at public universities frequently (but not invariably) had higher rates of cheating and more prevalent negative attitudes about ethics and honesty than their counterparts in private colleges.

SOCIO-ECONOMIC STATUS

The survey did not seek information about and therefore does not measure socio-economic differences. In fact, due to the survey methodology, the sampling of high school students under-represents inner city and at-risk youth (most participating schools were middle or upper class schools), and the non-school sampling heavily over-represents persons with college and advanced degrees.

◆ Report 2

Although variables such as gender and age are occasionally referred to in this report, a second report based on this data will include an extensive analysis of the data in terms of gender and age differences in addition to other factors including the impact on behavior of strong religious beliefs.[3] •

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[2] This question will be more fully examined in Report 2.

[3] A more complete discussion of the demographics of the survey is contained in Appendix B.

PART TWO

Ethics and Values--What Are They?

- Values
- Ethics
- Ethical and Nonethical Values
- Consensus Ethical Values

What Do Young People Think About Ethics?

- Necessity of Lying and Cheating
- Most People Lie or Cheat

What Do Young People Think About Their Own Ethics?

- Most Kids Know Right From Wrong
- Doctrine of Relative Filth

PART TWO

CONSENSUS ETHICAL VALUES

◆ Ethics and Values-- What Are They?

In order to assess the values and ethics of Americans it is necessary to begin with definitions of both terms. Often, terms like ethics, morals and values are used in ways that add confusion rather than illumination to the difficult task of discovering underlying principles, recognizing the implications of those principles in specific situations, and making sound judgments. This section establishes an explicit foundation for the discussion of the research reported in this study.

Values: ***core beliefs or desires which guide or motivate attitudes and actions.***

Values are core beliefs or desires which guide or motivate attitudes and actions. They also describe the things we value and prize the most and, therefore, provide the basis for ranking the things we want in a way that raises some values over others. For example, our survey reveals that many high school and college students consider such things as getting a job they enjoy, getting into college or graduate school, and getting a well-paying job "essential", while they regard other values such as being honest and trustworthy, being kind and caring, and being respected for their integrity as important, but not essential. This ranking of values is likely to be reflected in behavior as lower level values are subordinated to higher ranking ones. Consequently, even students who value honesty and trustworthiness may lie regularly if they think it is necessary to get or keep a job they want even more.

Ethics: ***standaras of conduct which indicate how one should behave based on moral duties and virtues arising from principles about right and wrong.***

Ethics refers to ***standards of conduct*** which indicate how one ***should*** behave based on ***moral duties and virtues*** arising from ***principles about right and wrong.*** Ethics is an action concept; it is not simply something to think and argue about, it concerns conduct and behavior. There are two aspects to ethics: 1) the ability and commitment to *discern* right from wrong, good from evil, and propriety from impropriety; and 2) the commitment to *do* what is right, good and proper. An *ethical issue* concerns either the need to make a judgment about what is right and wrong or a decision about the way in which that judgment should be translated into action. Values is a broader concept than ethics. It embraces the full range of beliefs and desires that motivate behaviors, some of which deal with ethical views while others do not.

ETHICAL AND NONETHICAL VALUES

Those values which directly relate to beliefs concerning what is right and proper or which are deemed to impose moral duties and obligations are *ethical values* (e.g., beliefs about the importance of honesty, integrity, fairness and respect). Most of the things we value, however, are not concerned with our sense of ethics and moral duty. They simply deal with things we like, desire or find personally important. Thus, the desire to be financially well-off, have a job one enjoys, or to obtain power or prestige are nonethical values (not unethical). They are ethically neutral. Though this study concentrates on the nature of young people's commitment to traditional ethical values, it explores a full range of values including nonethical ones. The pursuit of nonethical objectives is normal and appropriate so long as ethical values are not sacrificed to achieve nonethical ones.

CONSENSUS ETHICAL VALUES

The Josephson Institute has long advocated that the American culture is built upon a solid foundation of ten consensus ethical values which form the core of ethics: **(1) honesty, (2) integrity, (3) promise-keeping, (4) fairness, (5) caring, (6) respect, (7) pursuit of excellence, (8) civic duty (responsible citizenship), (9) accountability and (10) loyalty (fidelity).** The surveys were fashioned to examine conduct and attitudes relating to these values, with a special emphasis on honesty.

In July, 1992, the Institute brought together thirty national leaders representing schools, teachers' unions, family support organizations, faith communities, national youth service groups, ethics centers, and character education experts in Aspen, Colorado to determine whether they could agree on a common core of ethical values and form coalitions to advance those values in their activities with American youth. What resulted was an unprecedented declaration which folds the Josephson Institute's ten core values into six core values:

> ***"[Certain] core ethical values . . . form the foundation of democratic society, in particular, respect, responsibility, trustworthiness, caring, justice & fairness,*** **and** ***civic virtue & citizenship. These core ethical values transcend cultural, religious, and socio-economic differences."***[4]

In keeping with the purpose and spirit of the Aspen Declaration, we have organized this report along the lines of the six core values enunciated in Aspen:

1. Trustworthiness (*including honesty, integrity, promise-keeping and loyalty*)
2. Responsibility (*including accountability, pursuit of excellence and self-restraint*)
3. Respect
4. Caring
5. Justice & Fairness
6. Civic Virtue and Citizenship

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[4] The complete "Aspen Declaration" along with a list of its signatories is included in Appendix D. The statement of six core ethical values is fully consistent with the Josephson Institutes list of ten values. The Aspen value of "trustworthiness" embraces four of the Josephson Institute values: honesty, integrity, promise-keeping and loyalty, while the term "responsibility" embraces accountability and pursuit of excellence.

◆ What Do Young People Think About Ethics?

Students in American high schools and colleges expressed a wide array of views regarding the meaning of ethics. One prevalent view was that ethics is and should be "personal" and that society has no right to impose outside standards of right and wrong on individuals. Others acknowledged that ethics refers to external moral standards such as honesty, integrity, kindness and respect for others. Based on the written comments, a high proportion of young people are actively struggling with their concept of ethics and their own behavior. While a disturbing minority shamelessly expressed amoral philosophies that viewed ethics as a fool's obstacle to personal success, most explicitly expressed a desire to become more ethical. Many feel powerless in the face of internal temptations or external pressures to lie and cheat. The following comments provide a glimpse into the thoughts of many high school and college students:

Young people struggle with their concept of ethics and their own behavior.

- *I believe that the standard of ethics has changed greatly in society. For me, personally, I am influenced more by the outcomes of my actions than if they are ethical or not.*

- *I do what I do for me, no one else. I couldn't care less about stepping on or hurting other people to get what I want to succeed. I don't want to change.*

- *I feel that in society us kids can pretty much live our lives in making some decisions on our own. I also feel like in school if we want to cut classes or cheat that it is our doing, because its our education, nobody else's.*

- *Ethics and law are often confused. Ethics are nice, but the law truly decides what's right and wrong.*

- *I would like to be more tolerant to others but I look after myself first because I'm the only one that counts.*

- *My ethical system is something which is continually revised and in a state of flux. . . but it works for me and is irrelevant to what other people feel is ethical.*

- *I am a very honest person and I think ethically that is the most important trait. Being loyal to someone especially someone you love is very important to me. I wish more emphasis was put on ethics in my high school.*

- *We need to reincorporate ethics into our lives. Wanting to get ahead isn't necessarily bad, but lying and cheating to get ahead is.*

NECESSITY OF LYING AND CHEATING

About one in three college students (32%) believes that, "in today's society, one has to lie or cheat at least occasionally in order to succeed." While this leaves two-thirds who reject this cynical world view, the number of college students believing that lying and cheating is necessary to success is twice the rate of the not-in-school respondents, most of whom were over 30 years old. Over one-fourth (26%) of the college sample also agreed that "concealing or exaggerating" information on an internal report at work is "definitely wrong" but, they said, "it is sometimes necessary."

- *I think ethics are not as important to most successful people today as they once were. Therefore, I feel it will be more difficult for those of us who maintain our ethical standards to get ahead if things don't change.*
- *A true winner will do whatever it takes to make it to the top.*
- *Ethics should be considered very important, but in today's society it seems like if you want to come out on top, "ethics" is a bad word or concept. Look around you. Everyone considered "on top" by social standards have absolutely no ethics.*
- *Ethics in today's society? Hah! What a joke. I think ethics vary completely from person to person. I think they do have some importance, but they are so vague and inconsistent.*

MOST PEOPLE LIE OR CHEAT

The ethical attitudes of young people are undoubtedly influenced by their perceptions of the functional values of the adult world. Thus, the great cynicism of college students does not bode well for the future. The overwhelming majority (74%) believe that *"most people will cheat or lie when it is necessary to get what they want."* By comparison, only 51% of the not-in-school sample subscribe to this view of human character. A college student said,

- *[Ethics] is very important. However, it seems like every time I turn around ethics are being flushed down the toilet. Sometimes I get frustrated and say why should I try so hard if everyone else isn't.*

◆ What Do Young People Think About Their Own Ethics?

Despite the frequency of admitted stealing, lying and cheating and the cynical attitudes about ethics commonly expressed by high school and college studens, 90% of the high school students and 92% of the collegians rate their own ethics as good. In fact, almost 60% say their ethics are *very good* or *excellent* [high school (59%); college (56%)][5].

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[5] Although high school and college students admit to far higher incidents of dishonest and irresponsible conduct, their self-assessment of their own ethics is not appreciably different than the not-in-school group, 96% of whom rated their ethics as good and 65% rated their ethics as very good or excellent.

Despite admitting to extensive unethical conduct, 90% of the young people rate their ethics as good.

One possible explanation for the disparity between behavior and ethical self-esteem is that young people simply do not regard stealing, lying and cheating as unethical. While there is some evidence that this is so in certain contexts, this is not generally the case. Less than one-fourth of the students adopt rationalizations justifying dishonest conduct. For example, only 24% of the high school students and 20% of collegians endorsed this statement: *"It is not unethical to do whatever you have to do to succeed if you don't seriously hurt other people"*. While this view of ethics provides a substantial minority of youth with a potent rationale to lie, steal and cheat in situations where it is not immediately evident how others are hurt by the conduct, it does not explain all of the ethical misconduct reported in this study.[6]

- *My ethics and behavior are directed towards getting ahead almost any way I can. I would not deliberately hurt anyone by doing this.*

- *Be fair to your fellow man in most cases. If you need to get ahead, I say on rare occasions, cheat a little.*

- *I think I'm ethically sound with a few slip ups at times. I would like to be successful without stepping on people or lying although in this world today I don't think it's possible.*

MOST KIDS KNOW RIGHT FROM WRONG

It is also clear that most kids, including those who occasionally or regularly steal, lie, or cheat, believe that cheating is wrong -- 78% of the high school students and 88% of the college students said that cheating on exams is always wrong.[7] Thus, while just over one in five high school students seem to believe that cheating is always wrong, three out of five (61%) admit they cheated within the past year. Similarly, while almost 90% of the college students say that cheating is always wrong, three in ten (32%) say they cheated in the past year.

Therefore, the bulk of the problem is not that young people do not understand the difference between right and wrong, it is that they do not seem to have the character or will to do what they think is right. Many students simply make the choice to sacrifice ethical values to accomplish other goals while others feel unable to overcome internal temptations or external pressures to lie and cheat.

- *I would like to be more honest with my school work but I'm not going to get shown up by other students who cheat. In that case, honesty and ethics can and mostly will backfire on you.*

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[6] Since many young people are not highly reflective regarding the consequences of their actions, it is easy for them to conclude that a substantial amount of dishonest and irresponsible conduct is not really wrong.

[7] By contrast, 96 % of the not-in-school group said that cheating is always wrong.

- *My ethics are good according to my standards. They may not be the best, but they work for me.*

- *[Ethics is] a personal issue and whatever a person can sleep with, so be it. You can never force a person to be ethical. I do respect people with more ethics than I, but I also have seen them get buried for being ethical. I'm not a bad person. I just hate to be put in a situation where I am disadvantaged from the beginning.*

- *I believe I have pretty good ethics, but some of these questions brought out doubts. Especially the cheating on college exams. I know it's wrong, no matter what excuse I have, but if it came down to it, and the grade determined something major, I think I would cheat. I'd like to change that.*

Still, young people say they are ethical. It is as if they disconnect their behavior from their self-image. Dr. Anthony E. Wolf, in his insightful book *Get Out of My Life, But First Could You Drive Me and Cheryl to the Mall?*" (Noonday Press, 1991), demonstrates the thought process of many adolescents in the following fictional dialogue with a teen-ager:

> *"Are you honest?"*
> *"Yes"*
> *"But you just lied to your parents."*
> *"Yes, I know I lied and I know it doesn't make sense but I am honest. Lying to my parents or my brother or my sister is just not the same thing as lying to somebody outside the family."*
> *"You mean lying to your parents is not dishonest?"*
> *"Well, yes it is, but I am not a dishonest person. I'm really not. I can't explain it. It is just that way."*
> *"But you shouldn't lie to your parents, should you?"*
> *"No, I guess not."*
> *"You guess not?"*
> *"I mean if it's bad, it's not very bad."*

DOCTRINE OF RELATIVE FILTH

In my workshops I have come to identify a common rationale to explain how people who lie and cheat can still rate their ethics highly. I call it the *doctrine of relative filth*[8] -- "I'm not so bad, so long as there are people who are worse." It seems likely that a similar rationale is at work here. Most young people do not really see ethics in terms of absolute duties. They do not treat ethical principles such as honesty, integrity, promise-keeping and fairness as firm ground rules of behavior. Instead, they tend to consider these qualities simply as considerations or as aspirations. Thus, so long as they believe they are doing the best they can do under the circumstances, they seem to be satisfied with their ethics.▪

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[8] I borrowed the phrase from a friend, Professor Arthur Miller of Harvard Law School, who uses it in another context.

PART THREE

Summary of Findings

Prevalent Dishonesty

Value Priorities

Theft and Fraud
- Shoplifting
- Stealing at Home
- Stealing at Work
- Other Forms of Fraud

Lying
- Lying on the Job
- Lying in Relationships
    - Lying to Parents
    - Lying to Teachers
    - Lying to Children

Cheating

Irresponsible Conduct
- Unprotected Sex
- Drunk Driving

Understatement of Misconduct

Are Today's Youth Moral Mutants?
- Redeeming Qualities

PART THREE

A high proportion of young people lie, cheat, steal at work, at school and in their personal relationships.

◆ SUMMARY OF FINDINGS

One fact emerges clearly from the survey: far too many young people have abandoned traditional ethical values, especially honesty, in favor of self-absorbed, win-at-any-cost attitudes that threaten to unravel the moral fabric of American society. This study confirms the former Josephson Institute report (1990) and reveals that a disturbingly high proportion of young people regularly engage in dishonest and irresponsible behavior. They lie, cheat and steal at work, at school and in their personal relationships. The data is presented in great detail in Part Seven of this report, but certain key figures are included in this overview:

There is hope, but no certainty, that young adolescents who participated in our survey will outgrow their disposition toward dishonesty. One student in a New York public high school put it as bluntly as possible:

➢ *I know what is wrong and right, I just don't give a sh-- right now.*

A student at the same school put it this way:

➢ *In some ways I am very ethical, but a person can't be perfect. I would love to be an honest person and change my habits, but why take the hard way! Life is short.*

Unfortunately, we found similar attitudes among college students. A 21 year-old male at a California State University seemed quite satisfied with the realization that:

➢ *I am an honest and kind guy 8 out of 10 times.*

A 19 year-old college student at an all-women's Catholic college said:

➢ *I am pretty ethical, but it is not always easy for me to be honest if I know I won't get caught. It kind of goes with the "take care of yourself" attitude of society.*

Not all students were cavalier about the importance of honesty. In fact, many expressed frustration, concern and even self-criticism about their "inability" to be as honest as they wanted to be. For example, a high school senior in California said:

➢ *I try extremely hard to be an ethical person, especially where it involves honesty, although sometimes I get carried away by something I really want or think I need. I would like to be able to resist temptation with less difficulty.*

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An 18-year-old young woman wrote:

> ➢ *I personally don't like to hurt anyone or cheat. It seems as I get older, being dishonest, stealing or hurting someone bothers me a lot. Things that I did when I was younger I regret a lot now.*

◆ Prevalent Dishonesty

In an era where a college student could boldly promote a book telling others how to cheat and a cover story in *Time* magazine proclaims that everybody lies,[9] it may come as no surprise to learn that a high proportion of America's young regularly engage in fundamentally dishonest behavior from outright theft and fraud to lying and cheating. Even so, the new evidence gathered by the Josephson Institute survey provides an alarming picture where dishonesty is so prevalent that old notions like "Honesty is the best policy" and "Cheaters never prosper" simply don't ring true.

Virtually everyone views "honesty" as a fundamental characteristic of the ethical person. Consequently, how one defines honesty has a great bearing on whether certain conduct is viewed as unethical. Today's high school students are far more likely than older persons to define honesty narrowly, in a way that precludes explicit misrepresentations, but condones other forms of deceit. While almost all college students (90%) and not-in-school respondents (93%) agreed with the statement: *"The essence of honesty is trustworthiness; it is dishonest to deliberately deceive another by lying, half-truth, trick or any other means."* One in four (25%) of the high school students rejected this definition of honesty.

The problem is not that young people do not value honesty.

◆ Value Priorities

The problem is not that young people do not value honesty and integrity. The problem is that they value other things more. To reveal values and value priorities, participants were asked to indicate the importance they attached to an extensive list of potential values. College students and the not-in-school group were more likely than high school students to rank ethical values more highly than nonethical ones. Yet, only the not-in-school respondents ranked *"being honest and trustworthy"* as the number one value. This is how high school and college students ranked their values (the percentage figure represents the proportion of respondents listing the value as "essential"):

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[9] *Cheating 101: The Benefits and Fundamentals of Earningn the Easy "A,"* Michael Moore (self-published); "Lying, Everybody's Doing It (Honest)," *Time*, October 5, 1992.

Table 2.1 Highest ranking values among high school and college students.

Rank	High School	% Essential	Rank	College	% Essential
1	Getting a job you enjoy	77%	1	Getting a job you enjoy	78%
2	Getting into college	73%	2	Imparting firm ethical values to your children	71%
3	Gettiing a well-paying job	66%	3	Having trusting personal relationships	67%
4	Having trusting personal relationships	66%	4	Being honest and trustworthy	63%
5	Being respected for your integrity	55%	5	Being respected for your integrity	58%
6	Being honest and trustworthy	54%	6	Being kind and caring	52%

The above rankings of values reveal the root of much lying and cheating. In making decisions, it is often necessary to choose among competing values. For example, we may value both honesty and job security. The question is which value will dominate if job security is jeopardized by honesty. Normally, values we regard as essential are given priority over those we regard as merely important. Note that 77% of the high school students say it is essential to get a job they enjoy and 73% say it is essential to get into college, while only 54% say that being honest and trustworthy is essential. Since less important values will be subordinated to more important values, it is easy to see why a substantial percentage of teenagers would be willing to lie or cheat to get the job they want or to get into college. The range is smaller among college students, but still, 78% rank "getting a job they enjoy" as essential as compared to 63% who regard "being honest and trustworthy" as essential.

◆ Theft and Fraud

One in three high school students, mostly 11th and 12th graders, and one in seven college students (16%), admit stealing something from a store within the past 12 months.

- ***Shoplifting.*** One of the most troublesome findings was that theft and fraud are commonplace among young people. One in three high school students, mostly 11th and 12th graders, and one in seven college students (16%), admit stealing something from a store *within the past 12 months*. More than one in five high school students (21%) said they stole something at least two to three times while one in nine (11%) admits stealing at least four to five times within one year. Thus, this is not simply young adolescent experimentation or an immature instance of candy bar theft. For many young people on the brink of entering the workplace, stealing has become an acceptable habit.

In a related question, we asked students whether they would accept a "gift" of three compact disks from a friend who took them from a record store in which the friend is an assistant manager. The friend says that the owner is stupid, the inventory system is bad and that even the manager takes stuff home. About eight out of ten said they would take the disks although less than five percent thought it was right to do so. Some students found this type of situation troubling, but said they would accept the stolen property anyway. Others disapproved overtly. A high school junior interviewed by student journalists for an article in the Josephson Institute's magazine, ***Ethics: Easier Said Than Done*** said,

> ➢ *I would never accept gifts from someone who had shoplifted. I have friends who have shoplifted and I don't talk about it with them, but I refuse to shop with them or encourage their behavior.*

One-third (33%) of the high school students and one in ten (11%) of the college students said they had stolen something from a parent or relative *at least once* during the past year.

- ***Stealing at Home.*** Like charity, stealing seems to begin at home: one-third (33%) of the high school students and one in ten (11%) of the college students said they had stolen something from a parent or relative *at least once* during the past year.

- ***Stealing at Work.*** A massive survey of 126,000 teen-agers, age 13-18, published by USA WEEKEND in August, 1992 concluded:

> *For many teens, stealing wasn't the real issue; the amount stolen was. If they worked in a restaurant, 27% said they wouldn't consider it dishonest to give free fries to a friend -- an attitude to make McDonald's execs quake in their McBoots. . . . Teens are more reluctant to cheat employers out of bigger items.*[10]

According to the survey, almost one in six teens (16%) did not consider it dishonest to eat as much food as they wanted from a restaurant where they worked "despite limits on free food." One in nine (9%) said it was not dishonest to take home a gallon of ice cream or to "borrow" $10 overnight. It seems that many young people refuse to acknowledge that certain things they wish to do are dishonest. Others are more aware of the moral compromises. USA WEEKEND quotes a 14-year-old from Framingham, Mass: *"I know it's not the right thing to do, but it doesn't seem too bad."* A 15-year-old girl from Los Angeles minimizes giving free food to a friend when loyalty is at stake: *"It's like a favor to a friend. Fries aren't a big deal.*[11]*"*

- ***Other Forms of Fraud.*** College students engaged in forms of fraud as well. About one in eight collegians (12%-13%) admit to engaging in each of the following acts: lying to an insurance company, inflating expense claims, lying on financial aid forms, and borrowing money with no intentions of paying it back.

When asked a specific question about falsifying an insurance claim, however, a much higher percentage (about 65%) said they would include a previous unrelated damage of $375 in a claim to an auto insurance company when encouraged to do so by a body repairman.

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[10] USA WEEKEND, August 21-23, 1992, pp. 4-5, (published by Gannet Co., Arlington, VA.).

[11] *Ibid.* p.4.

> *I think that I display very good ethics. I would like to be a little more honest to both my parents and my friends.*

- ***Lying to Teachers.*** Young people lie to their teachers almost as much as they lie to their parents -- 69% of the high school students and 61% of the college students lied to a teacher *at least once* in the past year; (28% of the high school students and 9% of the collegians lied to or deceived their teachers at least four times).

- ***Lying to Children.*** About one-fourth of the parents in both the college and not-in-school samples admitted they had lied to or deliberately deceived a child *at least once* in the past year.

◆ Cheating

Another form of dishonesty found in abundance was academic cheating. More than six in ten high school students (61%) and one-third (32%) of the college students told us they cheated on an exam at least once in the past year. Even more chilling is the fact that over one in four high school students and one in ten collegians were repetitive cheaters, having cheated at least four to five times.[13]

More than six in ten high school students (61%) and one-third (32%) of the college students told us they cheated on an exam at least once in the past year.

Characteristic attitudes about cheating were expressed by four high school students:

> *My tendency is to cheat if it is easy and I won't get caught.*

> *I hate cheating on exams, but the grades I have to maintain are very important. Therefore, I'd like to stop cheating and pay the consequences.*

> *The temptations I have are to cheat on a quiz or test. I hardly ever lie except when I cheat on a test. Then I am lying to my teacher. But it is hard when everyone else is cheating and they will get A's and if you don't cheat you might fall.*

> *My ethics and behaviors are fine. If I change, I think I wish I didn't have to cheat.*

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[13] The cheating rates reported in this study are substantially less than rates found in other studies primarily because the Josephson Institute surveys limits the inquiry to the "past 12 months" as opposed to questions which ask whether there was cheating during the entire periods of high school or college attendance. In addition, the JI questions are quite specific as to the form of cheating. For example, in a prominent 1991 study by Professor Donald McCabe of Rutgers University which surveyed college students from 31 of the nation's most academically elite schools, Professor McCabe reported that 67% (more than double the JI reported rate) admitted to one or more "cheating incidents" at some time in their undergraduate career. The McCabe Study includes plagiarism and other forms of academic dishonesty.

◆ Lying

• ***Lying on the Job.*** In addition to a propensity to steal, we found that large numbers of high school and college students readily acknowledge they have lied and are willing to lie to get what they want. Nearly one-third of high school and college students said that they are *willing* to lie on a résumé, job application, or during a job interview to get a job they want, while 16% of the high school students and 18% of the college students admitted they have already have done so at least once.

About one-third of high school and college students said that they are *willing* to lie on a résumé, job application, or during a job interview to get a job they want, while 16% of the high school students an 18% of the college students admitted they have already done so at least once.

An even larger threat to ethics in the workplace is demonstrated by the fact that more than one in five (21%) college students said they would falsify a report if it was necessary to keep their job, while 23% said they would "probably" cheat if competitive pressures in their job were intense and the consequences were important. College students lie on the job as well as to get a job. About two in five (39%) said they lied to a boss, while one in three (35%) had lied to a customer at least once within the past year.

The USA WEEKEND survey generated data that bears on both honesty and responsibility. Teen-agers were asked what they would do if they worked at a department store and finished a task sooner than expected. While the vast majority (71%) said they would ask for more work, a troublesome one in four (25%) said they would take it easy for one to two hours and then ask for more work, while 4% said they would relax and read magazines for the rest of the day.[12]

LYING
IN
RELATIONSHIPS

Young people lie with disturbing regularity in their personal relationships, especially when dealing with persons who have power over them -- parents and teachers. Apparently, lies are considered a justified way to get what one wants or to avoid undesired punishments or sanctions.

• ***Lying to Parents.*** More than six in ten high school students and about one in five college students frequently (at least four or five times) lied to their parents in the past 12 months. The reasons are revealed by the following comments:

➢ *I lie to my parents because they are so strict. I wish I didn't, but I find no other way for both of us to be happy if I didn't. They are not harsh lies, just white lies. It just seems that we are both better off that way.*

➢ *I'd like to change my behavior towards my parents. I frequently lie to them to get out of trouble.*

➢ *I sometimes lie to my parents so I will not ruin the image they have of me. I wish I did not feel this was necessary.*

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[12] USA WEEKEND, August 21-23, 1992, p.5.

◆ Irresponsible Conduct

Responsible people hold themselves accountable for their choices. They do not blame others for the consequences of their actions. They consider the possible consequences ahead of time and, where prudence or ethics require, they exercise self-restraint. To be sure, many adults are not responsible by this definition. Still, problems associated with irresponsibility are more prevalent in the young, and they pose several behavior problems of particular concern.

One in four high school students (25%) and more than two in five college students (42%) admitted they had sexual intercourse without using a condom to protect against venereal disease or any other birth control device to protect against unwanted pregnancy.

- ***Unprotected Sex***. One in four high school students (25%) and more than two in five college students (42%) admitted they had sexual intercourse without using a condom to protect against venereal disease or any other birth control device to protect against unwanted pregnancy. Thirteen percent (13%) of the high school students and 27% of the collegians said they engaged in unprotected sex at least four to five times within the past twelve months.[14]

- ***Drunk Driving.*** One in five high school students (18%) and two in five college students (42%) admitted that they had driven a car while drunk in the past year (compared to 30% of the not-in-school sample); 8% of the high school and 16% of the college sample said they drove while drunk *at least four to five* times (compared to 7% for the not-in-school group).

◆ Understatement of Miscoduct

The numbers cited very likely understate the actual amount of misconduct.

Although the amount of theft, lying, cheating and other misconduct may seem surprisingly high, keep in mind that the numbers cited very likely *understate* the actual amount of misconduct. Since thieves and cheaters will lie, we know some portion of the sample were not honest in answering our questions. In fact, the last question of the survey asked whether the respondent was completely honest on all questions -- 40% of the high school students and 30% of the college students decided to be honest about being dishonest, admitting that they lied on at least one or two questions.[15] A 23-year-old senior at a women's Catholic College put it directly:

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[14] A portion of the college sample admitting to unprotected sex may have been married, thus reducing the irresponsibility implications of unprotected sex.

[15] "While academic cheating has been recognized as a serious problem in higher education, the magnitude of the problem may be larger than previously reported because of the severe underestimation resulting from methodological limitations." Sheers, N. J., and Dayton, C. Mitchell, "Improved Estimation of Academic Cheating Behavior Using the Randomized Response Technique;" *Research in Higher Education* (1987 Agathon Press), Vol. 26, No. 1, p. 61. The authors conclude that the use of anonymous questionnaires of the type used in the Josephson Institute survey have been found to result in substantial underreporting of "sensitive behaviors" such as cheating, lying and stealing. In addition, they point out that aggregate estimates of academic cheating are likely to be misleading if the sampling method overrepresents academically proficient students. According to the researchers, "A consistent finding from more than 50 years of research is that cheating is more frequent among students with lower academic achievement." The Josephson Institute sampling does overrepresent college-bound academic achievers.

- *I was dishonest by not answering all questions honestly, but I was honest in admitting I was dishonest.*

Still another factor should be considered in evaluating this data. As indicated in the discussion of the demographics of the sample, this study underrepresents at-risk youth and young people who may not be college bound. Thus, it tends to present a picture of middle and upper class youth and because of the bias toward academic achievement, a picture of the next generation's professionals. This group may be more likely to cheat in school because their grades are considered so important. At the same time, it does not reflect a large portion of the population which may be involved more intimately in gangs, drugs and violence.

◆ Are Today's Youth Moral Mutants?

In the face of this dismal picture we want to stress that this generation of young people are *not* moral mutants who are genetically disposed to self-serving and short-sighted conduct. Instead, the survey data and written comments reveal that most young people want to do the right thing and many do. On the other hand, cynicism, selfishness, and confusion as to what is right overcomes the good intentions of a large number of students. Others express a sense of powerlessness in the face of temptation.

Young people are not moral mutants who are genetically disposed to self-serving and shortsighted conduct, but cynicism, selfishness, and confusion as to what is right overcomes the good intentions of a large number of students.

- *I would like to be able to change my morals. I say I'm not going to do something again, but I do it anyway.*
- *Ethical conduct is important to me, but to do well in society, sometimes one must neglect ethics in order to advance.*
- *I'm not sure about ethics, honestly. I don't know what it means.*
- *I believe I do the best to my ability, but I know I am not perfect. I wish it was more socially acceptable by people my age to have good ethics.*
- *I know I'm not perfect and there are things I can do ethically to become a better person. I'm working on them, but it's hard. It's a fairly complex world and things don't always go as planned. Hopefully, by the time I become an adult and parent I'll be set.*

Though a significant portion of this generation has serious deficiencies when it comes to honesty and integrity, it is important to note that, except for academic cheating, a majority of young people do ***not*** engage in theft, fraud or extensive lying. They often demonstrate positive characteristics including a high degree of caring and a willingness to help others.

REDEEMING QUALITIES

Eighty-four percent of the high school students and 89% of the collegians said that "being kind and caring" was very important or essential to them.

- Three-quarters of the college students said *"making a difference in the lives of others"* is *very important* to them and most believed they have an ethical obligation to give to charity.

- Eighty-four percent of the high school students and 89% of the collegians said that *"being kind and caring"* was *very important* or *essential* to them.

- More than one-third of all the high school and college students voluntarily spent over an hour of time to help a charity or a needy person *at least four to five* times in the past year while 68% of the high school students and 73% of the college students volunteered their time *at least once*. And, over half (51%) of the college students say that doing volunteer work for causes they believe in is *very important* or *essential*.

- Most college students also express a strong sense of civic duty; 81% said there is an ethical duty to vote and 73% said it is *very important* to stay informed about current affairs.▪

PART FOUR

Comparison With Other Generations

- Are The Ethics Of This Generation Really Any Worse Than Those Of Their Predecessors?
- Evidence That Cheating Has Increased
- Evidence That Other Unethical Conduct has Increased

Comparing Generations

PART FOUR

Why can't they be like we were,
Perfect in ev'ry way?
What's the matter with kids today?
From the 1960 musical "Bye Bye Birdie"

◆ COMPARISON WITH OTHER GENERATIONS

ARE THE ETHICS OF THIS GENERATION REALLY ANY WORSE THAN THOSE OF THEIR PREDECESSORS?

A common reaction to statistics and surveys showing the unethical attitudes and behavior of young people is to suggest that this is just the way kids are, that this generation is no worse than any others. Therefore, there is nothing to worry about. Despite a strong body of evidence that ethics are deteriorating, we cannot be completely sure. Though comparison with various studies done since the 1960s yields persuasive proof that the amount of academic cheating has risen sharply, there are insufficient reliable benchmarks for comparison in most other areas covered by this study (e.g., theft, lying and general attitudes about ethics) to make solid comparative conclusions.

Even if we cannot prove that the ethics of young people today are worse than those of previous generations, they are surely bad enough.

EVIDENCE THAT CHEATING HAS INCREASED

Dr. Fred Schab of the University of Georgia has studied the ethical behavior of high school students since 1969. His data show that the proportion of students who used a "crib sheet" on a test doubled from 34% in 1969 to 68% in 1989. Similarly, the percentage of students who let others copy their work went from 58% in 1969 to 98% in 1989.[16] Additional evidence that cheating behavior has increased dramatically in recent decades is provided by the Josephson Institute survey results which reveal that only 25% of the not-in-school group (dominated by persons over 30 years of age) said they cheated during their senior year in high school while over 60% of today's high school students said they cheated within the past 12 months alone.

EVIDENCE THAT OTHER UNETHICAL CONDUCT HAS INCREASED

Although the evidence in other areas is not fully comprehensive, there is useful statistical and anecdotal evidence that the ethics of today's youth are worse than ever. Dr. Schab's studies reveal a sharp increase in a number of other forms of unethical conduct and attitudes since 1969.

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[16] Schab, Fred (1991), *Schooling Without Learning. Thirty Years of Cheating in High School; Adolescence* 26(104), Winter 1991. Most of the ethical deterioration, however, had occurred between 1969 and 1979 as the differences between the cheating behavior of students in 1979 were less dramatic (but still significant): used crib sheets -- 1979, 60% compared to the 68% in 1989; let others copy-- 93% in 1979, compared to 98% in 1989.

Table 4.1. Comparative study of high school behavior covering three decades.

CONDUCT - Percentage who have:	1969	1979	1989
Lied to parents about school.	55%	60%	70%
Signed parent's name to an excuse.	26%	42%	48%
Taken books from a library without checking them out.	8%	18%	19%
ATTITUDES - Percentage who believe:			
"Honesty is always the best policy"	82%	73%	60%
"Crime does not pay"	89%	57%	65%
"To succeed in business requires some dishonesty"	32%	42%	45%

Table 4.2. As students cheat more, their attitudes about cheaters significantly soften.

ATTITUDES	1969	1979	1989
"People who cheat can't be trusted."	61%	47%	41%
"A cheater at school will cheat on the job."	72%	54%	43%
"Most people in the USA are honest."	49%	26%	24%
"Sooner or later cheating will be discovered."	83%	80%	75%

◆ Comparing Generations

Generally, young people today believe that their ethics are worse than their predecessors'. Nearly seven in ten college students (69%) said that their generation is more apt to lie and cheat than their parent's generation. This assessment is more negative than the not-in-school sample where less than half think that today's generation is more apt to lie or cheat. College students may justify this behavior by the fact that 90% believe their generation faces much tougher competition (a formidable, but much lower portion of the not-in-school group, 63%, agreed). In addition, 80% of the young people surveyed said their generation is more materialistic and 66% say they are more selfish than previous generations[17].

Nearly seven in ten college students (69%) said that their generation is more apt to lie and cheat than their parents' generation.

VALUES AND GOALS OF COLLEGE STUDENTS

The most persuasive evidence of a major value shift is provided by the Higher Education Research Institute at the University of California, Los Angeles (UCLA), which has conducted annual, comprehensive surveys of about 240,000 American freshmen from approximately 550 two and four-year colleges since 1960.

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[17] This is consistent with a 1989 Gallup poll of persons 18-29 years of age: 82% said their generation was more materialistic and 89% said they were more selfish compared to their counterparts 20 years ago.

The survey, administered by the Institute's Director, Alexander Astin, asks first-year college students to rate the importance of about 20 potential "life" goals. The item showing the strongest upward trend is "being very well off financially". In 1970, 39% indicated that this goal was either *essential* or *very important*. In the subsequent 20 years, concern with personal wealth has grown almost every year. In 1989, the proportion indicating that being wealthy was *essential* or *very important* to them had jumped to 75%.[18]

On the other hand, the value that showed the most radical decline was "developing a meaningful philosophy of life." In 1970, it was the most widely endorsed value with about 82% of the freshmen considering it *essential* or *very important*. As money consciousness grew, however, the need for a more reflective approach to their lives diminished. By 1989, the percentage attributing major importance to a meaningful life philosophy was 41%, half of what it was 19 years earlier.

In analyzing the trends over a 25-year period, Alexander Astin and his colleague, Kenneth Green concluded: "most of the values showing large increases in recent years are concerned with money, power and status."

- Being very well off financially (44% in 1966 to 75% in 1989).
- Being an authority in one's field (66% in 1966 to 71% in 1985).
- Having administrative responsibility for others (23% in 1968 to 44% in 1989).
- Obtaining recognition (43% in 1966 to 55% in 1989).

In contrast, the researchers point out that the values showing the largest declines relate to matters of social concern and altruism.

- Helping others (69% in 1966 compared to 60% in 1989).
- Promoting racial understanding (39% to 32% between 1977 and 1985).
- Cleaning up the environment (49% to 26% between 1971 and 1989).
- Participation in community action programs (29% in 1970, 23% in 1989).
- Keeping up with political affairs (58% in 1966 to 38% in 1985).■

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[18] Astin, Alexander, *The American Freshman Twenty-Five Year trends*, September 1991.

PART FIVE

Causes

- If Ethics Are Deteriorating, Why?

Cynicism and Flawed Role Models -- Can An Ethical Person Succeed?

The Belief That Most People Lie and Cheat

Flawed Role Models

- Parents, Friends and Teachers Are The Most Respected
- Poor Parental Role-Modeling
- Parental Awareness--The "Not My Child Syndrome"
- Do Parents Exhibit An Ethical Blindspot When It Comes To Their Children?
- Poor School Role Modeling
- Résumé Fraud
- Cheating by Elementary Schools
- Universities: Misconduct at the Top
- Sports Corruption
- Research Fraud

Permissiveness: Free Crime Zones and a "No Consequences" Society

- Cheaters Are Rarely Punished
- Free Crime Zones

Some Positive Signs

Conclusion

PART FIVE

IF ETHICS ARE DETERIORATING, WHY?

◆ CAUSES

The Josephson Institute's 1990 report on *The Ethics of American Youth* suggested ten factors influencing the decline of ethics:

1. ***The failure of schools to establish high ethical and work standards, enforce discipline or prevent cheating, and teachers who are more committed to "playing it safe" than to confronting behavior problems.***
2. ***The failure of parents to back teachers and reinforce important moral lessons. Too often they criticize teachers who enforce rules and set high standards--sometimes they even sue them.***
3. ***Hypocritical employers who give lip service to ethical values but really think only of the bottom line or employers who ignore ethics entirely on the theory that business and ethics don't mix.***
4. ***The awful example of so many corrupt and unethical leaders in politics, business, sports and religion.***
5. ***The extensive use of drugs by parents and their kids.***
6. ***The unrestrained greed and the morally anemic role models of Wall Street, the oil and aerospace companies, the insurance industry, savings and loan executives, and tort lawyers.***
7. ***The media spending too much time emphasizing the negative or engaging in "gotcha" journalism concerned more with the scoop than the truth.***
8. ***The tendency toward legalism as more and more regulations seek to enforce fundamental ethical standards, leading to an abdication of individual moral responsibility and a belief that "if it is legal, it is ethical; if it is permissible, it is proper."***
9. ***The breakdown of the traditional family resulting in spineless, valueless, overly indulgent or absentee parenting.***
10. ***The decline in the influence of religion.***[19]

All these factors play a major part, but the survey and related research point to two especially potent underlying factors contributing to the deterioration of ethics: 1) a growing, pervasive ***cynicism*** about the need for unethical conduct in order to succeed or survive and 2) ***permissiveness*** -- the failure of parents, schools and businesses consistently to impose appropriate negative consequences for unethical behavior.

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[19] *The Ethics of American Youth: A Warning and Call To Action* (1990), Josephson Institute, p 57.

No matter how cynical I get, I can't keep up.
Lily Tomlin

This generation's dominating values are simply an amplified echo of the worst moral messages of their elders.

◆ Cynicism and Flawed Role Models--Can An Ethical Person Succeed?

The values of the young are formed by their personal interactions with parents, peers, teachers, coaches, scout leaders, clergy and employers, as well as by their reactions to the examples they see around them. Young people are like moral sponges who absorb the ethos of their times. In the 1980s the ethos was primarily negative[20].

Thus, the lax ethics, self-indulgence and rationalizations expressed by today's youth reflect and magnify similar characteristics in society. The 15-30 year-old generation grew up in the 70s and 80s influenced by the remnants of violent racial unrest and virulent anti-war activism of the late '60s and early 70s. But it was the blatantly self-indulgent 80s, with the prevalent me-first materialism and yuppie acquisitiveness, that formed the self-centered core of the "I Deserve It" attitudes we identified in our 1990 report.

The political consciousness of the generation was developed in the post-Watergate period in an atmosphere of massive cynicism and hostility toward government. The continuous parade of dishonored public officials that followed took its toll on ethical idealism and produced a distrustful and even scornful attitude toward the lip service ethics of their elders.

In many respects, this generation's dominating values are simply an amplified echo of the worst moral messages of their elders. "Look out for #1" rhetoric and an unremitting parade of bad examples engender cynicism and foster selfish attitudes that drive dishonest and irresponsible conduct.

There have been more ethical scandals in the last five years than in the previous five decades combined. In every major field of endeavor -- business, politics, entertainment, sports, law, accounting, religion and even the nonprofit community -- prominent organizations and famous people have found their names in the news because of illegal or unethical conduct. As Lily Tomlin once said, "No matter how cynical I get, I can't keep up."

Young people in 1960, heard President John F. Kennedy say: "Our national purpose consists of the combined purposefulness of each of us when we are at our moral best" and "Ask not what your country can do for you but what you can do for your country."

Youth of today rarely hear invocations to morality and service. Instead, they hear "Greed is good," and other slogans which degrade traditional ethical values such as altruism, honor and duty beyond self.

They see television shows that create "lovable scoundrels" like Sam Malone of "Cheers," Dan Fielding of "Night Court," and Al Bundy of "Married With Children," characters that regularly lie and manipulate people to get what they want. They bought the albums of Milli Vanilli

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[20] Segments of this section are taken directly form the 1990 Josephson Institute report, *The Ethics of American Youth*.

This generation's dominating values are simply an amplified echo of the worst moral messages of their elders.

only to find out they were conned by greedy record producers and the performers themselves who only pretended to sing. They listen to vicious and sexist rap songs by Ice-T and Two Live Crew and shock jocks like Howard Stern and comedians like Andrew Dice Clay who spew continuous streams of cynical and offensive nonsense while music stars like Axl Rose and Madonna engage in unrestrained, self-indulgent conduct that model some of the worst kind of conduct.

The generation of adults youth must learn from has provided little to admire and precious few role models. In the JI survey, elected public officials were ranked dead last by both high school and college students in terms of ethics. Not far behind were successful business executives, journalists and lawyers.

◆ The Belief That Most People Lie and Cheat

It is not surprising then that college students reflect cynical attitudes that are bound to drive unethical behavior. As previously discussed, three-quarters think that *"most people will cheat or lie when it is necessary to get what they want."* This is twice the percentage who agreed with this statement in the largely over-30 not-in-school sample. Similarly, twice as many college students believe that *"one has to lie or cheat at least occasionally in order to succeed"* (32% compared to 16% for the adult-dominated population). And one-fourth of all high school students (24%) and one-fifth of the students in college (20%) adopt flexible, situational attitudes about ethics; *"it is not unethical to do whatever you have to do to succeed if you don't seriously hurt other people."*

College students reflect cynical attitudes that are bound to drive unethical behavior.

Three-quarters think that "most people will cheat or lie when it is necessary to get what they want."

In 1991 Michael Moore, a junior at Rutgers University in New Brunswick, New Jersey, voiced the most cynical perspectives of his generation in an astonishingly audacious booklet called *Cheating 101*. The booklet, seeking to teach students how to cheat more effectively, received national notoriety. Arguing that the overwhelming number of college students cheat and that very few get caught, Mr. Moore claims that cheating "prepares you, perhaps more than anything, for the working world." Adding that the word "cheating" carries an "unwarranted negative connotation," he easily dismisses the ethical implications of cheating. The theme of the book is conveyed in this early passage:

> *"Administrators refer to academic dishonesty as an 'ethical matter.' Ethics? What's that? Our world is a fast-paced, survival-of-the-fittest working zoo where the fast on their feet survive while the `ethical' perish. Successful people in any profession make the necessary steps, moves and decisions to get the job done. They separate ethics from duty. You too, as a student, must do the same.*[21]"

A college student told us:
Ethics should be considered very important, but in today's society it seems that if you want to come out on top 'ethics' is a bad word or concept. Look around you. Everyone considered "on top" by social standards have absolutely no ethics.

While this world view certainly does not express the attitudes of the entire under-30 year-old-generation, many comments made during the Josephson Institute survey demonstrate how deeply entrenched this self-serving philosophy has become.

- *I would like to be more honest with my school work, but I'm not going to get shown up by other students who cheat. In that case, honesty and ethics can and mostly will backfire on you.*

A college student put it another way:

- *Ethics should be considered very important, but in today's society it seems that if you want to come out on top 'ethics' is a bad word or concept. Look around you. Everyone considered "on top" by social standards have absolutely no ethics.*

This kind of cynicism is driven by bad examples and becomes a self-fulfilling prophecy -- an always-available excuse for moral short cuts.

After the Institute issued its first report in 1990, the topic of youth ethics was discussed heavily on radio call-in programs. One 28-year-old caller said he cheated in high school to get into college, he cheated in college to get a job, and he cheats at work to keep his job. He said, "*Everyone does it*" and "*There is no other way.*" A young woman chastised us for criticizing the dishonest practices of her generation, saying it could not be held responsible for its lax ethics since, *"we are only doing what we were taught."* Another caller said he owed it to his children to teach them how to get by, even if it meant cheating.

My most personally powerful experience was a face-to-face discussion with 51 high school seniors at a public high school in West Los Angeles. The students were advanced placement, college-bound seniors who had been assembled to hear my presentation on youth ethics. At the beginning of the two-hour session, I administered the Institute's survey. An extraordinary 82% said they had cheated on an exam within the last 12 months--56% at least four times! And, consistent with the national figures, one-third said they had stolen something from a store within the last year and one in six admitted they had lied on a job application or during a job interview.

During the discussion on cheating, the students were bold and unyielding. Despite the presence of their teacher, they spoke candidly, even pridefully, about the prevalence and justifications for cheating:

- *The teachers let us get away with cheating.*

- *High school classes are irrelevant.*

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[21] *Cheating 101: The Benefits and Fundamentals of Earning the Easy "A,"* (1991 Moore Publishing) p.17.

A TEACHER'S VIEW ON CHEATING:

"If we stopped our students from cheating, they would be at a competitive disadvantage."

- *At least we are honest about our cheating.*
- *I think ethics is unethical because it is unfair to expect people to be better than their human nature.*

One student said,

- *Last year I decided to try real hard not to cheat in Spanish and I didn't. I got a 'C' and learned my lesson. I'm not going to make that mistake again.*

These rationalizations were capped off with a chilling observation by the teacher. After the class, in a private conversation, I put him on the spot by asking how he could permit such extensive cheating. His first reaction: *"They don't cheat in my class."* I pointed out that, based on what I heard, he had no reason whatsoever to be confident of this fact and, besides, didn't he have a duty to the school and parents to be concerned about what went on in other classes? He thought for a moment and said: *"If we stopped our student from cheating, they would be at a competitive disadvantage ."*

About a year later, a teacher in an ethics course for seniors at a prestigious private high school asked me to teach a few classes for his students. I administered the JI survey and discovered that in this $10,000 a year school, 39% admitted stealing something from a store and more than 60% said they cheated at least once within the past year.

I discussed the survey results with all the students and several teachers. I expected the data would stimulate the faculty and administration to express some form of dismay or disappointment. I was certain it would motivate a strong statement about the importance of ethics along with an unequivocal declaration that cheating and stealing were wrong and would not be tolerated. I was naive. Despite repeated prodding, the headmaster decided to say and do nothing. No meeting with faculty or parents, no discussions with students, not even a memo. Nothing! The kids knew that the administration knew about widespread cheating and theft and yet it did nothing. What message was sent to the students?

◆ Flawed Role Models

One of the most interesting results of the survey was that both high school and college students rated parents as the people whose ethics they most respected -- 76% of the high school students and 81% of the collegians rated their parents' ethics as *excellent* or *very good* -- far above any other group.

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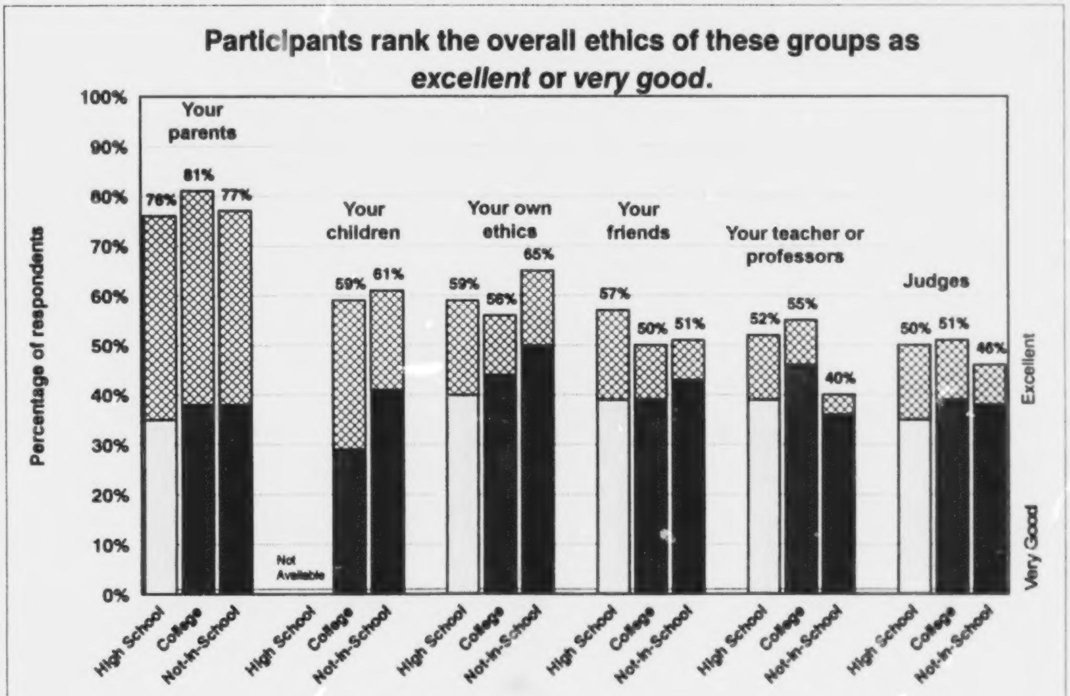
Participants rank the overall ethics of these groups as *excellent* or *very good*.

Fig. 5-1. Josephson Institute of Ethics - Values and Behavior Survey, 1991-1992

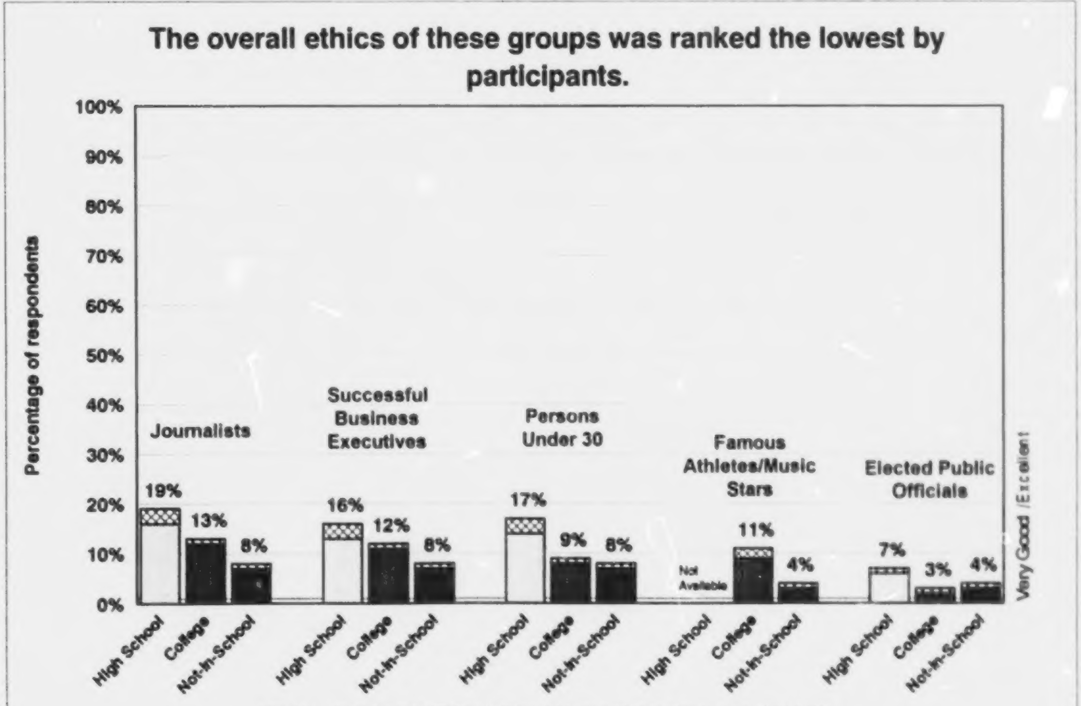
The overall ethics of these groups was ranked the lowest by participants.

Fig. 5-2. Josephson Institute of Ethics - Values and Behavior Survey, 1991-1992

Table 5-1. Participants were asked to rate the overall ethics of the following groups. The results below reflect the percentage of respondents who answered excellent or very good.

Ref. No.		High School	Rank	College	Rank	Not-in-School	Rank	OVERALL	Rank
A-12	Your parents.	76%	1	81%	1	77%	1	**79%**	1
A-13	Your children.	*Not Available*		59%	2	61%	3	**61%**	2
A-17	Your own ethics.	59%	2	56%	3	65%	2	**60%**	3
A-14	Your friends.	57%	3	50%	7	51%	4	**53%**	4
A-4	Judges.	50%	5	51%	6	46%	5	**49%**	5
A-11	Your teachers/professors.	52%	4	55%	4	40%	6	**49%**	5
A-10	Physicians.	*Not Available*		53%	5	31%	7	**43%**	6
A-15	Persons over 30.	31%	6	28%	8	17%	8	**27%**	7
A-8	Famous athletes.	28%	7	16%	10	*Not Available*		**24%**	8
A-6	Police officers.	27%	8	18%	9	14%	9	**21%**	9
A-9	Famous music stars.	22%	10	11%	13	*Not Available*		**20%**	10
A-5	Lawyers.	23%	9	11%	13	7%	11	**15%**	11
A-3	Journalists.	19%	11	13%	11	8%	10	**14%**	12
A-2	Successful business executives.	16%	13	12%	12	8%	10	**13%**	13
A-16	Persons under 30.	17%	12	9%	14	8%	10	**12%**	14
A-7	Famous athletes/music stars.	*Not Available*		11%	13	4%	12	**7%**	15
A-1	Elected public officials.	7%	14	3%	15	4%	12	**5%**	16

PARENTS, FRIENDS AND TEACHERS ARE THE MOST RESPECTED

Both high school and college students ranked the ethics of their friends as very high, but there was a substantial spread when compared to parents -- 57% of the high school students and 51% of college students said their friends' ethics were *excellent* or *very good*.

Teachers were ranked third by high school students (53% rating their ethics as *very good* or *excellent*) and sixth by college students (40% rating the ethics of college professors in these top categories). Thus, traditional assumptions about the primacy of parents, peer groups and teachers as role models were strongly confirmed.

- ➢ *I feel my ethics are pretty good. I owe that to my parents and my schools and my friends. Your environment really takes a toll on your ethics and it influences your decision. My ethics are of high quality I think.*
- ➢ *High standards have been set in my own. To live up to those standards, is ideal, but it is not always easy to do so. Sometimes, situations don't lend themselves to be acted upon ethically.*
- ➢ *Ethics do not really have a place in today's society but in my life they have a place because my parents brought me up with ethics from their society.*

POOR PARENTAL ROLE-MODELING

Yet many parents reinforce dishonest coping strategies by the example they set. According to Dr. Schab's study of high school students, over half (51%) of the students said their parents had written a "false excuse" for them (in 1969, less than half this many, or 23%, reported parental involvement in false excuses).[22]

How many parents lie about their kid's age to save a few dollars at a movie theater or even more on an airplane? How many lie about their address to get their kids into a better school?

It is like the father who, upon discovering that his son had improperly taken home school supplies said, "How could you do this? It's against everything I have taught you. If you needed the supplies so badly, why didn't you tell me? I would have taken them from the office." Then, deciding to reinforce the ethical lesson he added, "I'm going to call in sick tomorrow and go talk to your teacher."

PARENTAL AWARENESS -- THE "NOT MY CHILD SYNDROME"

But flawed role-modeling is not the only area of parental responsibility for the ethical shortcomings of their children. Just as serious has been the tendency of parents to see only what they want to see. In many cases, this is the result of willful blindness -- simply not wanting to know. In many other cases, it is a function of planned or unnoticed disengagement from the moral lives of their children. Though most high school students admitted cheating and many said they would or have lied to get a job, 83% of the parents in the not-in-school sample said: *"My children would not cheat at school or lie to get a job."* It is time parents became more connected with the ethical atmosphere of their children's schools and more involved with assuring that their kids have a fair chance to do well without cheating.

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[22] *Ibid.*

Patrick Welsh, a high school English teacher in Alexandria, Virginia (a suburb of Washington, D.C.) wrote:

> *"I have seen enough of the new moral universe of teenagers to terrify me. . . . The teenage years have always been a time of experimentation for kids and anxiety for parents. But the range of today's teen experimentation would alarm even the most liberal parents -- if only they would face up to what is going on.*[23]"

Do Parents Exhibit An Ethical Blindspot When It Comes To Their Children?

Mr. Welsh asks, "Why are many parents so blind?" A 17-year-old high school senior in Tennessee said, *"A lot of times parents have an idea of what is going on, but they don't want to recognize it."* Other high school students recognized that parents simply don't want to get involved with conflicts, the difficult but inevitable part of good parenting. A 15-year-old from Detroit said, "*With some parents, it's 'I'll leave you alone if you'll leave me alone.'*" Another 15-year-old from California observed, "*It goes back to the modern thing of parents not wanting to discipline their kids. They'd rather take them to a psychiatrist. They just don't want clashes or disputes.*[24]

Poor School Role Modeling

Although 81% of the college students surveyed say that school administrators set a good example for ethics and integrity, it is disturbing that almost one in five disagree. Unfortunately, there is ample evidence that schools and teachers from the K-12 to college levels reinforce negative attitudes about honesty through their own misconduct, often the adult equivalents of academic cheating. A brilliantly researched article in *U.S. News and World Report* by Thomas Toch with Betsy Wagner concluded:

> *Intensifying demand that the nation's $228 billion annual investment in public education pay greater scholastic dividends has put tremendous pressure on teachers and school administrators nationwide to raise standardized-test scores, the most quantifiable measure of achievement. Coupled with astonishingly lax security among the nation's leading standardized basic-skills tests, this pressure has produced a school testing system that is rife with abuse. . . . Blatant cheating -- ranging from supplying students with test answers to actually tampering with answer sheets -- is widespread.*[25]

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[23] USA WEEKEND, August 21-23, 1992, p. 12.

[24] USA WEEKEND, August 21-23, 1992, p. 12.

[25] Toch, Thomas and Wagner, Betsy, "Schools for Scandal," (1992), *U.S. News & World Report* (April 27, 1992).

Among the evidence cited:

- In 1989, a Greenville, South Carolina social studies teacher was fired for slipping students answers to the Comprehensive Test of Basic Skills. Under the South Carolina School Incentive Reward Program, the teacher, a former Teacher of the Year, had received bonuses totalling $5,000 in the two years prior to her dismissal.

- In 1992, the board of education fired the principal of an elementary school in an affluent Chicago suburb (previously named by the U.S. Department of Education as one of nation's outstanding schools) because the principal urged teachers to doctor their students' standardized test scores. A parent who helped uncover the cheating scandal at the school was confronted in a parking lot and told to stop "making trouble." One reason -- concern about property values: A resident said, "You're paying $200,000 of premium for guaranteed good news on test scores."

- A 1990 survey of North Carolina teachers revealed that more than one in three (35%) teachers said they were aware of or involved in test tampering; 43% said that the number of teachers cheating on tests was increasing.

- Another 1990 national survey of educators reported that one in eleven (9%) felt pressure from administrators to cheat on standardized tests.

- A 1989 survey of 3,000 Memphis, Tennessee teachers "produced charges of extensive cheating" on a nationally administered achievement test.

- In 1990, only three of seventeen elementary schools in Trenton, New Jersey met the state's minimal performance standards after *monitored* tests. The year before, twelve or seventeen met the standards in *unsupervised* testing.

- In 1991, 121 Oklahoma schools worked their way off the state's probationary list by raising their test scores on the Iowa Tests of Basic Skills. A member of the state Board of Education conducted a study and found that in twenty schools surveyed, 66% of the students were exempted from the tests so that schools only tested their brightest students.

- In 1989, 56% of 8th-grade students in Virginia scored above the national average in math on the Iowa tests.

Supporting the belief that teachers had been improperly prepping students for the test, only 15% showed a grasp of the basic math skills generally introduced in 7th grade on a different federally funded test administered just a year later.

- In 1988, 67% of Indiana's 8th graders outscored the national average on one of the prominent national standardized tests but two years later, in 1990, only 14% demonstrated competence on the basic skills in a different federally funded test.

- A Staten Island, New York public school had the highest reading scores in the borough for 5 years (1986-1990) but an investigation revealed that the principal had systematically changed incorrect answers.

Additional examples abound that too many American schools reflect the win-at-any-cost ethos dominating so much of the business world in the 1980s. Here are just a few.

- ***Résumé Fraud.*** In October, 1992, students and residents of one of the largest school districts in San Jose, California, learned that their superintendent had been forced to resign because he had lied on his résumé about a doctorate degree that he actually never earned.[26]

- ***Cheating by Elementary Schools.*** In 1988, it was discovered that staff or administrators at more than 50 California elementary schools cheated on the 1985-1986 California Assessment Program test used to measure overall school performance in basic reading, writing and mathematics. In order to bolster their scores, administrators, teachers or classroom aides changed scores or coached students during the test.

- ***Universities: Misconduct at the Top.*** In 1988, the Chancellor of the University of California at Santa Barbara and his wife were convicted of tax evasion and embezzlement of university funds. In 1990, the President of the University of South Carolina was forced to resign after it was revealed that he lavishly spent university funds on limousines and hotel rooms; the Chancellor of the California State University system was fired for inappropriately arranging to boost her salary 45% to $198,000; and the President of American University resigned and pled guilty to making obscene phone calls from his campus office.

- ***Sports Corruption.*** The corrupting influence college sports has had on athletes and the institutions themselves has been documented by dozens of stories in the last ten years. Scandals involved cheating on NCAA recruiting rules, illegal payments, grade tampering, extensive use of steroids with the knowledge of coaching staffs, and criminal acts from robberies to gang rapes by athletes. Problems within college sports programs are so endemic that the *Chronicle of Higher Education* regularly runs a feature, usually a full page, describing the status of NCAA investigations. The extent to which some universities have prostituted their educational mission and image to winning in sports was indicated by the 1989 Congressional testimony of All-Pro football player Dexter Manley who admitted that he was functionally illiterate in spite of his so-called college education.

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[26] *San Jose Mercury News*, October 9, 1992.

- ***Research Fraud.*** One of the main functions of many universities is to support and conduct research. Yet the integrity of this important function, and the credibility of the researchers, their graduate student assistants and the institutions themselves have recently been badly damaged by a growing number of research fraud scandals. The problem has grown to the point where a Congressional panel in 1990 strongly criticized universities and the National Institutes of Health for mishandling cases alleging scientific misconduct and new standards have been promulgated to restore trust.

◆ *Permissiveness*: Free Crime Zones and a "No Consequences" Society.

Another major cause of moral disintegration has been the "no consequences" mentality that pervades our society. This has had a special impact on young people. This attitude translates to avoidance and permissive responses to misconduct. Parents and schools have systematically failed to treat cheating and other forms of dishonesty as a major character defect that needs to be addressed firmly and unequivocally. Similarly, businesses have refused to confront résumé fraud and lying on the job with clarity and firmness.

Our stated values about the importance of honesty and integrity ring hollow when we consistently refuse to back them up by enforcing them. And a common moral fallacy borne out of practical experience is that "It's only wrong if you are caught and punished."

Under an ethical and just system, those who follow the rules, tell the truth and do the right thing would be protected against those who lie and cheat to get ahead. Yet in today's society the reverse is true. Those who follow the rules, who don't cheat on exams or lie on résumés are frequently "punished" for their good deeds.

Today, we cannot sincerely tell our youth that cheaters never prosper and that honesty is the best policy. In fact, we have a hard time showing that noncheaters can succeed and that honesty is a workable policy.

This study documents extensive shoplifting, loan and insurance fraud, falsification of resumes and academic cheating -- almost all of which goes unpunished.

Cheaters are Rarely Punished. We know cheating on exams is rampant (almost two of every three high schoolers and one in three college students admitted cheating within the past year) yet the detection systems are so ineffective that researchers report that less than 2% of the cheaters get caught.[27] But even where cheating is detected, the will to impose serious sanctions is simply not there. The same researchers report that only about half of the apprehended cheaters actually received some form of punishment. How can we expect students who want to be honest compete when 99% of all cheaters get away with it?[28]

One major reason is that teachers are unwilling to take aggressive actions to stop cheating. A 1986 study[29] asked over 2,200 high school students "What do teachers do when they know someone is cheating?" According to 20% of the respondents, teachers usually do nothing (apparently, a common reaction is for a teacher to mildly rebuke a student to "look at your own paper"). When sanctions were enforced, most students (82%) thought that the cheater would be given an F on the test (not in the course). Thirty percent thought the teacher would keep the student after class. Only a small minority of students thought that teachers would send cheaters to the principal's office (23%) or contact the student's parents (25%). One in three (31%) didn't know whether their teachers even cared if students cheat. It is likely that these students' perceptions, as mild as they may appear, exaggerate the likelihood of actual serious negative consequences, even an "F" in the class.

The reality is that most teachers dread having to deal with a cheating situation and, consequently, many simply avoid it by looking the other way or by giving a light verbal warning. It is a classic no-win dilemma. Teachers who attempt to deal firmly with cheating are often forced to face the threats of indignant parents who frequently brandish a lawyer and possibly a lawsuit. In addition, the teacher is not likely to get much support from administrators. On the contrary, it is likely that the teacher will be pressured to soften the punishment by administrators who would rather avoid confrontations that are costly, time-consuming and politically damaging than enforce integrity standards at school.[30] As Professor R. J. Hardy points out, even in a college context, faculty members too often become immobilized by the prospect of hearings and lawsuits and as a result look the other way rather than involve themselves in a "courtroom" event.[31]

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[27] Haines, V.J., Diekhoff and G.M., LaFegg, E.E. "College Cheating: Immaturity, Lack of Commitment and the Neutralizing Attitude," *Research in Higher Education* 24(4), pp.342-354 (1986).

[28] According to Dr. Stephen F. Davis of Emporia State University in Kansas, "The old adage "cheaters never win" may not be applicable in the case of academic dishonesty. With cheating rates that may be as high as 75%-87% and detection rates as low as 1.3%, it would appear that this behavior is currently being reinforced, not extinguished. Even if cheating is detected, this does not insure that swift and appropriate punishment will be forthcoming." *Ethics of American Youth*, (1990) Josephson Institute.

[29] Brandes, Barbara, study released by the California State Department of Public Instruction (1986). The study revealed that 73% of the high school students had cheated by using crib notes at least once since entering high school, 57% said they did so at least a few times. In addition, 93% said they had seen another student cheat on a test more than once.

A recent study showed that 80% of the college professors who witnessed cheating at a midwestern university deliberately ignored the school's established policies and procedures in favor of more informal methods, including looking the other way. More than a third of the faculty admitted that they did not penalize the cheater in any way.[32]

According to a law school dean, the current generation of students are not only less honest, but if they are caught cheating, they are also less willing to admit their error than past generations. "Within the past five years, we have seen a change," says Michiko Yamamoto, an Associate Dean for Student Affairs at Loyola Law School in Los Angeles. She reports that in the past, a student caught cheating was more likely than not to admit having done wrong. "Now" she says, "they challenge you to prove it, saying `It's your word against mine, or make it appear that there was a misunderstanding of what took place." There seems to be a striking ability of young people to "lie to your face" even when they are caught in the act.[33]

Résumé Fraud. A similar result occurs with résumé fraud. There is little chance of getting caught since many companies have all but abandoned checking résumés. But, even if one is caught lying to get a job there is little downside. One study showed that in only 20% of the cases where lying was discovered was the liar fired. And almost all of those were based on a judgment of incompetency -- in other words, the résumé fraud was just a convenient excuse for terminating someone who hadn't worked out.

Like academic cheating, résumé fraud flourishes because it works. Only a tiny fraction of those who lie on their résumés are discovered and the consequences usually extend no further than a rebuke and possibly loss of the job. This is a classic low-risk situation. If the lie is considered necessary to get the job and the only consequence of lying is not getting it or keeping it, what is the downside? It's like punishing a bank robber by making him return the money.

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[30] The timorousness of some administrators in the face of parental pressure was illustrated in a front page article in the *Wall Street Journal* (1992) which reported that the principal of an affluent high school in Pittsburgh occasionally changed students grades without informing the teacher to appease demanding parents.

[31] R.J. Hardy, "Preventing Academic Dishonesty: Some Important Tips for Political Science Professors," *Teaching Political Science* (1982).

[32] M.P. Jenderek, "Faculty Reactions to Academic Dishonesty," *Journal of College Student Development* (September, 1989). Margaret Platt Jenderek, a professor in the Department of Sociology and Anthropology at Miami University in Oxford, Ohio surveyed all full-time faculty at the main campus of a public mid-western university with approximately 16,000 students. The school has a clear written policy requiring faculty to report cheating to the department chair. Almost 350 faculty participated in the survey. Approximately 60% said they had actually observed student cheating. Those who penalized the students imposed discretionary sanctions: 57% gave the student a 0 or F on the exam but did not otherwise affect the student's grade or status; 9% lowered the student's final grade by one letter. Only 10% gave the student a failure for the class. (The remaining 24% applied miscellaneous sanctions including lowering the final grade by two letters or giving a 50 for the class.). Only 20% followed school regulations by meeting with both the student and the department chairman. Thus, 8 out of 10 college teachers were, themselves, cheaters, violating clear university-wide regulations.

[33] *Ethics of American Youth* (1990), Josephson Institute, p.32.

Company policies contribute to creating a virtual free crime zone regarding workplace misconduct. If credential lying is discovered one may not be hired or, if found out later, one may get fired, but there is little likelihood that the event will seriously hurt future job prospects. A survey by the Ward Howell company asked personnel executives what information their organization provides to other employers requesting information on a former employee. An overwhelming majority (74%) will give only the title and date of employment. They would say nothing about any improprieties during employment. Thirty-one percent will not give any information without written consent of the employee. Only 14% said their policy is to comment candidly. In fact, 82% will not permit anyone outside of the personnel department to respond to reference requests.

Young shoplifters, liars and exam cheaters learn that adult society does not have the will to rigorously enforce ethical standards and therefore there is almost no downside to cutting corners whenever it suits them.

Like teachers and administrators who feel that they will be embroiled in an expensive, tiring, and ultimately nonproductive confrontation if they seek to penalize a cheater, employers who apprehend résumé cheats see little upside to "getting involved." The risks of lawsuits, though usually exaggerated, are real enough. As a result, traditional short-term cost-benefit analysis justifies a decision to take the road of least resistance.

As is often the case, however, short-term expediency--driven strategies wreak havoc in the long run. Employers cannot rely on credentials that are not certified in some formal manner and they cannot count on reference checks to provide complete or accurate information. Applicants who lie about their qualifications often look better than their honest, more qualified competitors and the integrity and quality of the employee's organization inevitably suffers.

Free Crime Zones. In effect, schools and businesses have created vast "free crime zones" where students can cheat and potential employees can lie without fear of negative consequences.

Effective enforcement systems are essential to the ethical concepts of honesty, integrity, fairness and civic virtue. When we turn a blind eye to cheaters and liars who get grades they don't deserve or jobs, loans or insurance payments by fraud, we not only demean these core ethical values, we advance their opposites.

In a "no consequences" society that tolerates lying and cheating, a democratic merit system based on honest performance and authentic competence is replaced by another form of "merit" system based on the ability to devise and implement the most effective cheating strategy. In a society that does not enforce rules of honesty and fair play, the most principled and ethical people are placed at the greatest disadvantage.

Yet the irony is that in such a society, the willingness to cheat does not assure success. In fact, cheaters often do *not* prosper, but not because they are apprehended and punished. They do not prosper, they do not get what they want, because they were out-cheated. For example, in competing for grades where students are ranked or curved, or for the limited number of slots in the finest schools, or for the most desirable jobs, the willingness to lie or cheat cannot guarantee success. The prize will go to the best cheaters, those who were most clever and unscrupulous.

I am always troubled but no longer surprised when I am confronted with the pseudo-pragmatic argument that, in a world where dishonesty and unfairness is so prevalent, we "owe it to our kids to teach them how to survive." Those who make this case invariably refer to themselves as "realists." They seem to view every field of human endeavor as an arena for a no-holds-barred, survival-of-the-meanest brawl. They simply want to equip their children with the weapons they will need to compete. These self-proclaimed realists fail to recognize that their attitudes thrust their children into a kind of arms race where the only those with the most destructive weapons can win. It is like teaching a child to defend his rights and honor by fist-fighting only to discover that other kids have knives. The cycle never ends. If we respond by teaching our kids to fight with a knife, someone else's kid will pull a gun. And when one gun is not enough, competitors will form gangs with guns and an ever-escalating form of warfare eradicates any remnant of a civilized society where success is based on character and competence rather than force or guile.

The high school teacher who told me that his students would be at a competitive disadvantage applying for colleges if his school eliminated cheating for grades, was remarkably oblivious to the disadvantage his school's laissez faire attitude places not only on the honest kids willing to play by the rules but on the mediocre cheater who will regularly be outdone by better cheaters.

Thus, on a purely pragmatic basis, we can see that the acceptance of dishonest, unfair and illegal conduct as rules of engagement is ultimately self-defeating. Instead of surrender and appeasement, we should mobilize legitimate righteous indignation to vigorously challenge both the philosophy and behavior of amoralism.

◆ Some Positive Signs

A few positive signs that the age of "no consequence" permissiveness may be winding down have occurred recently. In October, 1992, a Maryland judge sentenced a 19-year-old to a six month jail term for paying a friend $200 to take his SAT test. The young man precipitated this first-ever criminal prosecution by the Educational Testing Service by filing a civil suit against ETS trying to force them to validate the score which they had disqualified because of their suspicions.[34] Judge Paul Weinstein shocked the boy, who apparently felt immune to consequences even after he finally admitted his guilt. In sentencing the lad, the judge said: *"Quite frankly, Mr. Adler, you've been conning people all your life. The con ends here, today.*[35]" Unfortunately, the sentence did not make the young man feel more accountable. Upon leaving the courtroom he told the media it was all their fault. Obviously, he believed he would not have had to pay such a stiff penalty if his cheating had not been so widely publicized.

In March, 1992, fourteen students at an affluent public high school in California were suspended for their involvement in a break-in of the campus counseling office to change their first-semester transcripts. The altered transcripts were later sent along with their college applications to the likes of Stanford, Harvard and Yale. So what happened to these bright and aware young people who decided to commit burglary and fraud -- felonies in the adult world? According to early newspaper accounts, they were suspended for five days -- a vacation for high school students. The superintendent of the school district told reporters that he hoped the incident would not have any long-term impact on the students. "It's a one-time infraction of the rules and they'll be punished for that," he said. He added that the school district would send corrected transcripts but would not notify any schools that the students might apply to in the future because the kids were under a lot of pressure-- "They made a mistake and we want them to learn from it.[36]" Later, perhaps in response to healthy parental pressure and community criticism, the students were charged criminally and forced to pay restitution.

Conclusion

Two of the most potent causes of the deterioration of ethical values and conduct are the pervasive cynicism about ethics produced by continuous reports of adult misconduct and the apparent lack of will to enforce fundamental ethical principles.

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[34] In view of the millions of administrations of the S.A.T. the fact that this was the first criminal prosecution is itself revealing. Are we to believe that this was the only time a student paid someone to take the exam? The fact is that ETS pursued the criminal case only because the student was audacious enough to challenge in civil court the decision to disqualify his purloined score. Far greater aggressiveness in treating cheating as a major ethical and legal violation is justified.

[35] *Los Angeles Times*, October 24, 1992

[36] *Los Angeles Times*, March 4, 1992.

Children, generally, will adopt those values and behavior patterns that seem to work best. Young people think more highly of the ethics of their parents, teachers and friends than any other groups. When parents or teachers lie or cheat, even in seemingly small things, they teach children that lying and cheating are O.K. Since parents and teachers are ethical in the eyes of the young, selective lying and cheating must also be ethical, despite rhetoric to the contrary.

The way we react to lying and cheating is also a very potent teacher. Values that are really important will be honored and safeguarded at all costs. Those that are simply incidental will be disregarded when they interfere with goals we value more. Unless we treat ethical principles like honesty, integrity, promise-keeping, fairness and civic responsibility as ground rules by rigorously enforcing them, these values will be treated by young people as little more than soft-headed idealism. To young people not firmly anchored to the bedrock of moral principle, values that are not backed up with consequences and rules that are not enforced are neither values nor rules.▪

PART SIX

What Needs To Be Done?

- Awareness and Commitment
- What We Say: Directly Teaching Ethics
- Opportunities for All Adults
- Ethics Education in Schools

Developing Ethical Decision-Making Skills

- Ethical Consciousness
- Ethical Commitment
- Ethical Competency

What We Do: Indirectly Teaching Ethics

Conclusion

PART SIX

◆ What Needs to Be Done?

It is easy to respond to the data and conclusions in the first parts of this report by throwing up one's hands in resignation, to conclude it is too late, the problem is too difficult, the pressures too powerful to resist. Such a reaction, however, is itself a terrible act of moral cowardice. Just as we must tackle the enormously complex and powerful forces that threaten to destroy our physical environment, we must address, with all the creativity and determination we can muster, the erosion of our moral ecology.

AWARENESS AND COMMITMENT

The "moral ozone" we referred to earlier is very much like the physical ozone layer which protects earth-dwelling organisms from life-threatening ultra-violet rays. The moral ozone is comprised of our commitment to core ethical values and it shields us from the toxic effects of unrestrained human nature.

There are no simple or easy solutions and this small report is not the place to explore fully all the ways to abate the deterioration of our ethics and restore our allegiance to prosocial values, attitudes and behavior. Perhaps, however, we can begin a productive discussion by proposing some strategies.

On the assumption that the solutions to a problem are most likely to be effective if they address the causes of the problem, our suggestions focus on ways of combatting the cynicism caused by bad examples and role-modeling and eliminating the indirect encouragement of unethical behavior through permissiveness. Ethical values are taught and learned directly, through explicit instruction, and indirectly, through example and experience.

Essentially, rejuvination of our ethical idealism will involve two domains: what we say and what we do. Both words and action are important and both must be in complete harmony.

What We Say: Directly Teaching Ethics. While words are never enough to teach values, they are critical and powerful. Effective teaching techniques can implant ethical concepts in the mind and inculcate a sense of moral obligation in the conscience.

The title of a best-selling book of essays, *Everything I Ever Needed to Know I Learned in Kindergarten*, expresses an appealing sentiment about ethics and character development. Unfortunately, it greatly understates the problem of learning how to live an ethical life in a society that does not consistently reward good behavior or punish bad conduct. If everything I needed to know was taught in kindergarten, I must have been absent that day.

A similarly simplistic but widely-held belief is that children immutably form their ethical values very early in life -- as if their values were hard-wired into them by the age of six. In fact, experts in character development and moral education tell us that the most important period of moral development occurs in late adolescence when we are forced to choose among competing values and prioritize our ethical and nonethical values.

Long ago, Theodore Roosevelt recognized that *"To educate a person in mind and not morals is to educate a menace to society."* Education scholar Jon Moline tells us that, *"People do not naturally or spontaneously grow up to be morally excellent or practically wise. They become so, if at all, only as the result of lifelong personal and community effort"*.[37] Since people do not automatically develop good moral character, conscientious efforts must be made to help young people develop the values and abilities necessary for moral decision making and conduct.

California's Superintendent of Schools, Bill Honig, put it another way:

> *"It takes a great deal of education, social bolstering and sustained effort at putting a culture's highest ideals, values and inspirations before young people to help them attain their full humanity.*[38]"

The importance of conscious efforts to develop the character of the young is emphasized by Thomas Lickona, perhaps the nation's foremost expert in character education:

> *"A society needs values education both to survive and to thrive -- to keep itself intact, and to keep itself growing toward conditions that support the full human development of all its members. These days, when schools don't do moral education, influences hostile to good character rush in to fill the values vacuum."*[39]

Opportunities for All Adults. The remarkable document referred to as the Aspen Declaration on Character Education[40] concludes that, because the character and conduct of our youth reflect the character and conduct of society, "*Every adult has the responsibility to teach and model the core ethical values and every social institution has the responsibility to promote the development of good character.*" And, *"Although the responsibility for*

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[37] "Classical Ideas About Moral Education," in *Character Policy: An Emerging Issue*.

[38] Honig, Bill, (1985) "From McGuffey's Reader to Johnny B. Goode," in *Last Chance for Our Children*.

[39] Lickona, Thomas (1991), Educating for Character p. 20 (Bantam Books, New York).

[40] The Josephson Institute brought top leaders of youth groups, schools, family organizations and churches together for a three-and-a-half-day invitation-only summit meeting to see if this diverse group could agree on a common set of values worthy of advocacy. At the end, all 30 leaders in attendance signed the "Aspen Declaration on Character Education," a document firmly rejecting the values clarification approach prevalent in the '70s and early '80s and recommending programs which actively promote and advocate the six ethical values we have been referring to as the core ethical values. See Appendix D.

developing the character of the young is, first and foremost, an obligation of families; it is also an important obligation of faith communities, schools, youth and other human service organizations.[41]"

Consequently, parents, teachers, coaches, ministers, employers and all others who deal with children and young adults should teach core ethical values by consciously and consistently advocating and reinforcing the centrality of trustworthiness (including integrity, honesty, promise-keeping and loyalty), responsibility (including accountability, self-restraint and the pursuit of excellence), respect for others, fairness, caring and civic virtue.

Cynical and selfish attitudes or behavior should be challenged early and often. Positive attiudes and behaviors should be reinforced and rewarded with praise and recognition. Open discussion about ethical issues and use of the vocabulary of ethics (the basic terms, concepts and definitions) should be encouraged.

Ethics Education in Schools. In the wake of unsuccessful and probably destructive efforts in the last decade to treat values and ethics with the neutrality inherent in the "I'm O.K., You're O.K." values clarification approach, one might expect cynicism and resistance to any new school program that smacks of ethical relativism. And, from another quarter, we could expect fear and concern from those who worry about moral imperialism and wonder whose values will be taught.

The fact is that there is a long-term broad consensus that education focusing on central core principles of ethics is desirable. In 1992 the USA WEEKEND survey of over 126,000 young people revealed that 81% thought the schools should teach basic values such as honesty, fairness and responsibility.[42] In 1976 and 1980 separate Gallup polls showed that 84% of the parents with school-age children endorsed instruction that deals with morals and moral behavior. In 1984 the public ranked "developing standards of right and wrong" second out of 25 possible goals for public schools (after "developing the ability to speak and write correctly"). Moreover, as the 1992 Aspen Conference demonstrated, there is a broad consensus on the values that should be taught.

Dr. Kathleen M. Gow, in her book *Yes, Virginia, There is Right and Wrong* (1985) points out:

> *The idea that schools should be concerned with teaching moral values is anything but new. Ever since the days of the one-room schoolhouse, North American classrooms have provided a setting for transmitting values to students; values such as honesty, kindness, service to others, respect for the law and so on. In the main, these*

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[41] Aspen Declaration, July, 1992; see Appendix D.

[42] Sixty-five percent thought schools should do this because "some parents fail to do so."

> *values have been taught implicitly and transmitted informally as part of the day-to-day classroom experience. This traditional ad hoc treatment of widely accepted values has tended to be random and sketchy . . . . In general, the public took for granted that moral values were implicit in education.*

And a report of the Task Force on Values in Education for the State of Arizona Department of Education in 1990 concludes:

> *[S]chools have the responsibility of instructing our students in certain principles fundamental to the continuation of a free society, which cannot survive unless the values on which it is grounded is fully comprehended and practiced in each succeeding generation. Success in developing values in students will be reflected in the attitudes and conduct of students.*

Quite simply, the ethics of our young are so important and the moral issues they face now and will face in the future are so complex that it is irresponsible to leave them to the chance influences of peer groups and television. Even the most involved parents, teachers and ministers need help in developing ethical consciousness and commitment in today's youth. Moreover, there is no such thing as value neutrality in raising our young. To ignore the moral dimension of a human enterprise is to demean it. Gerald Grant in *The World We Created at Hamilton High* (1988) said:

> *Adults cannot leave their own values at the schoolhouse door and look on as interested bystanders to see what values students invent for themselves. Teachers cannot evade their own responsibility for shaping the moral world in which the practice of education takes place or let values clarification by students become a substitute for the moral reasoning in which they ought to engage as a faculty in order to sustain a good educational community.*

Finally, character education should not be confused with moral indoctrination of personal values. There is vital difference between vigorously seeking to inculcate the virtues of good character such as the core ethical values honesty, respect, responsibility, fairness, caring and civic virtue, and attempts to shape attitudes about more philosophical ethical issues such as religion, abortion, homosexuality, euthanasia. The education we recommend focuses on character-building and principled reasoning -- the essential traits and skills needed for ethical decision making -- not particular appraoches to controversial moral dilemmas.

Dr. Michael Schulman and Eva Mekler, in *Bringing Up a Moral Child* (1985) suggests that the need for character education is greater than ever and that even the most well-meaning parents need help:

> *"Concerns about moral training of children have taken on a new sense of urgency. The traditional sources of moral guidance -- religion, the schools, community and family customs -- are not as influential as they once were. Yet young people today are confronted by serious moral issues, often at a younger age than ever before. . . . In today's world, moral training has largely become the responsibility of parents alone. But many parents are uncertain how to go about it ."*

◆ Developing Ethical Decision - Making Skills

The ultimate goal of character education is the creation of a citizenry that acts ethically. Ethical conduct and decision making involves a combination of three attitudes and skills: **ethical commitment, ethical consciousness** and **ethical competency** -- all of which can be taught or enhanced by parents, youth groups, religious organizations and schools.

ETHICAL CONSCIOUSNESS

Ethical consciousness involves efforts to increase awareness of ethical implications and anticipate unintended consequences. We need to enhance the ability of young people to perceive the ethical implications of their conduct. We can teach them that everyone affected by their actions is a stakeholder with a moral claim to be considered. We also have to debunk the tendency to speak in terms of necessity and survival when one is really talking about much less. As Nietzsche said, "necessity is not an established fact, it's an interpretation."

ETHICAL COMMITMENT

Ethical commitment involves efforts to stimulate the desire to do the right thing. We need to convince the young that the core ethical values are ground rules of decision-making, not simply factors to consider. We need to teach that it is O.K. to lose; in fact, it is preferable to lose than to cheat. People who are unwilling to lose have to be willing to do whatever it takes to win. We need to teach young people that ethics has a price and that sometimes they will have to choose between what they want to have and what they want to be. We need to emphasize and demonstrate the importance of self-restraint and sacrifice, as well as the value and rewards of service and charity.

ETHICAL COMPETENCY

Ethical competency refers to reasoning and prediction skills necessary to do the right thing one should anticipate unintended consequences, systematically consider ethical principles, systematically consider the impact on all stakeholders, and recognize factors such as self-interest, self-protection, self-deception, and self-righteousness, which tend to overcome motivations. Teaching ethical competency involves teaching the proficiencies essential to ethical conduct including: reasoning and judgment -- the ability to evaluate facts and make reasonably reliable predictions about the likely consequences; and problem-solving and implementation -- the ability to engage in creative, realistic problem-solving so that ethical decision-making is not too costly.

What We Do: Indirectly Teaching Ethics. While direct advocacy of the ethical values and conscientious instruction designed to enhance ethical consciousness, commitment and competency are important, it is not nearly enough. Individuals and institutions must more consistently model ethical behavior and enforce ethical principles. It is the responsibility of the adult world to establish a society in which the honest and fair are not at a disadvantage.

Parents should get more involved with the moral development of their children. They should discuss the findings of this report, listen to what their kids have to say and engage in an honest, open dialogue about ethics. Parents should acknowledge openly to their children their own shortcomings without excusing or justifying them. They should invite their children to hold them accountable in the future and commit to "walk their talk." Parents should teach their children the ethical vocabulary centered on the six pillars of character[43] and discuss television programs and current events in terms of these values. Finally, teachers should be encouraged to raise issues of right and wrong and parents must support them when they do.

Teachers and school administrators must be scrupulously honest and fair and treat all students with respect, remembering that they will be judged by their last worst act. In every way, they should show young people how the core ethical values can be incorporated into daily living. Educators must prove their commitment to the ethical values by enforcing them and upholding them, remembering that the importance they attach to each value will be judged by their most lenient act Parents should be told of all significant instances of dishonesty, disrespect or unfairness, especially cheating and lying, to give them a chance to reinforce ethical values in their children. And teachers and administrators must demonstrate moral courage by standing up to inside and outside pressures to compromise ethical principles in favor of expediency.

Employers should develop hiring, training, reward and promotion systems that place heavy and sincere emphasis on traditional ethical values. They should stress over and over that even in the business context, ethics is a ground rule. When unethical conduct is discovered, whether it be resume fraud or falsification of internal reports, appropriate sanctions must uniformly be imposed, not only to see that the wrongdoer experiences consequences for improper conduct, but also to reinforce ethical values to all of those who observe the process.

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[43] The Institute publishes a small booklet on *Making Ethical Decisions* built around these principles.

◆ Conclusion

The goal of this inquiry into the moral character of youth is not to make a sanctimonious judgment on young adults. Instead, we have tried to document and explain what we have called the "hole in the moral ozone" resulting from declining ethical standards in America. We have argued that the "hole" is getting bigger because the attitudinal and behavioral patterns of the next generation reflect more casual and more common departures from traditional ethical values such as honesty, integrity, and personal responsibility.

The essence of honesty is trustworthiness; it is dishonest to deliberately deceive another by lying, half-truths, trickery or any other means.

Though the problem of deteriorating ethics is by no means confined to the young, they are the next stewards of society and their values are of vital importance. As they enter the work force in greater numbers the unethical habits and coping strategies that have characterized their school years can cause significant social damage.

Those who are in the best position to influence the values, attitudes and behaviors of the young -- parents, educators, youth group leaders and employers -- need to acknowledge that our society has been failing to effectively stress the values that have sustained us since our founding. This failure is reflected in unethical behavior patterns by an apparently increasing proportion of young people.

As was our first report in 1990, this report is also a call to action. There are real and imminent consequences to selfish, dishonest and unprincipled behavior. Parents and schools must do a better job of inculcating and reinforcing the six pillars of character: trustworthiness (including honesty, integrity, promise-keeping and fidelity), responsibility, respect, justice & fairness, caring and civic virtue & citizenship. It calls on employers to recognize the dangers of a morally groundless work force and to develop hiring, training, and monitoring programs that place heavy emphasis on traditional ethical values.

Most of all, this report calls on all who influence the behavior of others to meet their moral obligation to model and exemplify the values of honesty, personal responsibility, respect for others, and civic virtue and to hold others strictly accountable for any and all ethical shortcomings.▪

PART SEVEN

The Data

Taking Something From A Store Without Paying

Stealing From A Parent Or Other Relative

Other Forms Of Theft Or Fraud

- Insurance
- Inflated Expense Claims
- Financial Aid Forms
- Loans

Lied on Résumé, Job Application, Or During An Interview

Lying On The Job

- Falsify A Report
- Cheating in Response to Competitive Pressures
- Lied to a Boss
- Lied to Customer or Client
- Lied to Co-Worker

Lying In Personal Relationships

- Lied to Parent
- Lied to Spouse or ""Significant Other" for Your Own Benefit
- Lied to a Friend

Lying at School

- Lied to a Teacher or Professor
- Lied to a Child

Broke An Important Promise

Actual Cheating On Exams

Willingness To Cheat

Is It Wrong To Cheat?

- Attitudes About Cheating

Is Cheating Necessary?

Do Whatever You Need To Succeed

- Cynical Ethical Perspectives

Most People Will Cheat/Lie To Get What They Want

One Has To Lie/Cheat To Succeed

Responsibility

- Sexual Intercourse Without Using a Condom or Other Birth Control Device

Integrity

Respect

Values

Specific Values

- Religious Convictions
- Civic Virtue
- Charity and Volunteerism

PART SEVEN

TRUSTWORTHINESS, HONESTY, INTEGRITY AND PROMISE-KEEPING

◆ THE DATA

The essence of trustworthiness: it is dishonest to deliberately deceive another by lying, half-truths, trickery or any other means.

Virtually everyone views "honesty" as a fundamental characteristic of the ethical person. Consequently, how one defines honesty has a great bearing on whether certain conduct is viewed as unethical. High school students are far more likely than college students to define honesty narrowly in a way that precludes explicit misrepresentations, but condones other forms of deceit. By contrast, almost all college students and adults define honesty in broad terms encompassing the notion of trustworthiness.

- One out of four high school students (25%) disagreed with the statement: "It is dishonest to deliberately deceive another by lying, half-truth, trickery or any other means." In contrast, only one in ten college students (10%) and one in fourteen out-of-school respondents (7%) disagreed with this formulation of honesty.

THEFT & FRAUD

Historically, most young people "experiment" with shoplifting or other forms of theft sometime in their lives, but a substantial portion of today's generation of youth in late adolescence admit to stealing things from stores, parents, insurance companies and the like "within the past 12 months." Theft was particularly prevalent among high school students who are "old enough to know better." Although the proportion of young people admitting that they stole something is considerably lower among college students, a troubling number say they have engaged in one or more forms of theft or fraud. Since most of these young people have or are about to enter the work force, their dispositions are both relevant and disturbing.

◆ Taking Something from a Store Without Paying

High School One in three high school students (33%) admit taking something from a store without paying at least once within the past 12 months. Over one in five (21%) said they did so at least 2-3 times and more than one in nine (11%) stole something at least 4-5 times.

- Theft rates were virtually identical in both public and private high schools. In fact, some of the highest levels of admitted stealing occurred in schools populated primarily by the children of the wealthy. In many respects, this confirms the "I deserve it" (IDI) mentality.

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College About one in seven college students (16%) admit stealing from a store at least once within the past year while one in eleven (9%) said they did so at least 2-3 times and 4% stole at least 4-5 times.

- Suprisingly, the theft rate was highest in students attending private religiously-affiliated colleges--20% stole something within the past year.

Males were far more likely to commit this form of theft than females -- 40% v. 25%.

◆ Stealing from a Parent or Other Relative

High School One in four high school students (25%) also admitted to stealing something from a parent or relative within the past 12 months (15% said they did so 2-3 times and 7% stole at least 4-5 times).

I'll take a $20 from my parents here and there because I don't have a job.

College More than one in nine (11%) college students admitted stealing from parents or a relative, 6% at least 2-3 times.

- Students in private colleges had higher theft rates than their counterparts in public universities (13% v. 9%).

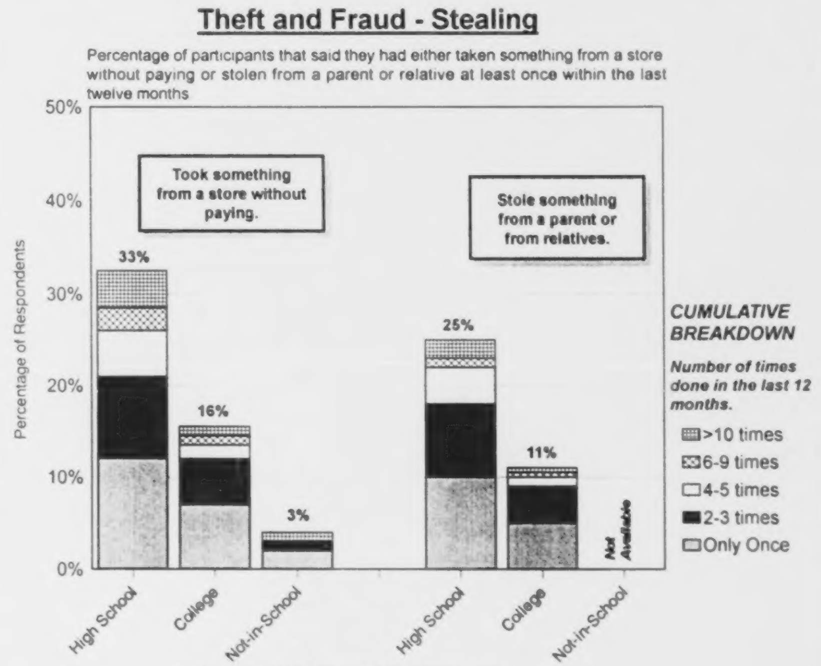

Fig.7-1. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

◆

Other Forms of Theft or Fraud

☐ ***Insurance*** -- more than one in eight (13%) of the college students admitted to lying on an insurance form, 4% at least 2-3 times, in the past 12 months. This is twice as high as the 6% rate reported by the largely over 30 year old not-in-school group.

☐ ***Inflated Expense Claims*** -- about one in eight (12%) college students confessed to inflating an expense claim at least once in the past year. Again, this was twice the rate of the not-in-school sample.

☐ ***Financial Aid Forms*** -- more than one in eight (13%) of the college students said they misrepresented a material fact on a financial aid form.

☐ ***Loans*** -- more than one in eight (13%) of the college students admit borrowing money with no intention to pay it back. Only 2% of the not-in school sample admit to such behavior.

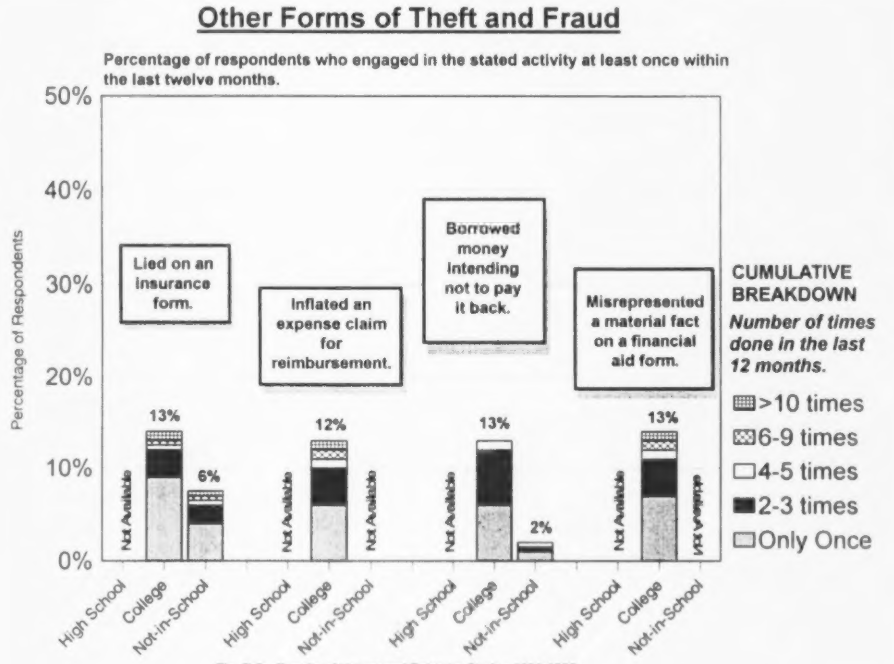

Fig. 7-2. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

◆ Lied on Résumé, Job Application, or During Interview

Shortly after the 1992 Democratic National Convention, one of the keynote speakers, a nationally prominent Hispanic female politician was forced to resign her office in Texas when it was discovered that she falsely claimed a college degree she never earned. Shortly thereafter, a superintendent of the largest school district in San Jose, California was forced to resign when he admitted to having lied about receiving a doctorate degree from Stanford (it was also discovered that he had created a false transcript from the university).[44] In this context, the widespread willingness of both high school and college students to lie to get a job takes on a potent significance.

High School About one in six high school students (16%) who had applied for a job admitted they had lied on a job application at least once in the past twelve months, 8% at least 2-3 times.

College Almost three in ten college students (29%) said they may lie it if was "necessary to get a job, promotion or bonus" they want, and they were sure they would not get caught. Almost one in five (18%) admitted they already had lied in trying to get a job by misrepresenting a "material matter" on a résumé.

◆ Lying on the Job

Falsify a Report. More than one in five college students (21%) said they would falsify a report if it was necessary to keep their job. Similarly, more than one-fourth (26%) said it is sometimes necessary to conceal or exaggerate information regarding productivity on an internal report.

☐ ***Cheating in Response to Competitive Pressures*** -- More than one in three high school students (37%) and almost one in four college students (23%) say they "will probably" cheat if competitive pressures in their job or in college are intense and the consequences are important. Half of the college students (50%) confess they have "sometimes lied or cheated" in response to competitive pressures in their job or in college.

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[44] San Jose Mercury News, October 9, 1992.

☐ ***Lie to a Boss*** -- About four in 10 (39%) of the college students said they had lied to or deceived their boss at least once in the past year (more than one in four, 26%, admitted such dishonesty at least 2-3 times.) In comparison, just under one in five (19%) of the not-in-school sample say they lied to their boss.

☐ ***Lied to Customer or Client*** -- More than one-third of the college students (35%) admitted they had lied to or deceived a customer within the past 12 months (25% two or more times). By contrast, just under one in four of the not-in-school group (24%) reported that they lied to a customer or client at least once (while 18% did so two or more times.)

☐ ***Lied to Co-Worker*** -- Nearly four in 10 college students (39%) confessed to lying to or deceiving a co-worker or subordinate within the past year (26% two or more times). This rate is higher than the 27% of the not-in-school sample who said they lied to co-workers or subordinates.

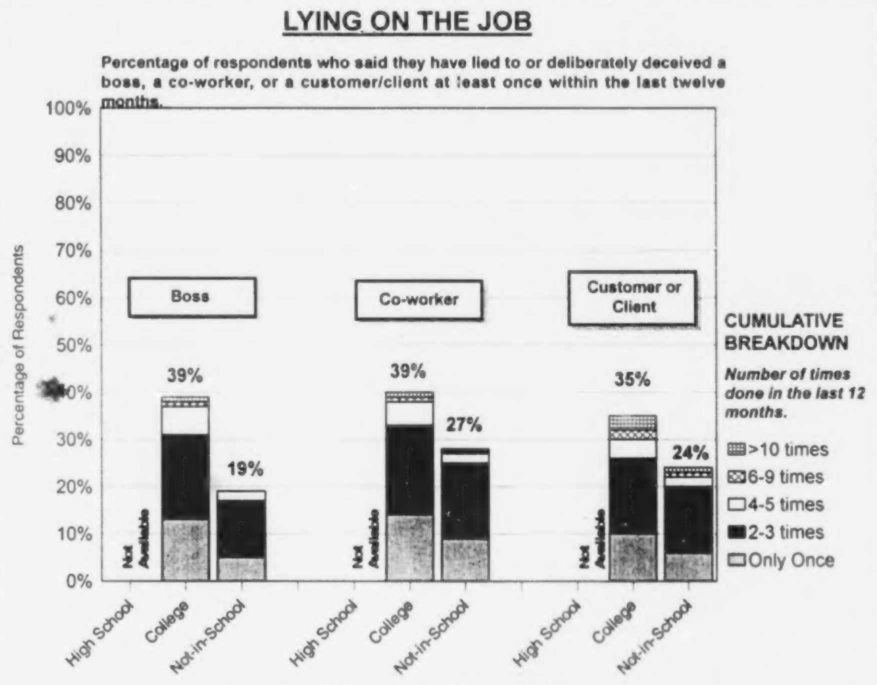


Fig.7-3. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics.

Lying in Personal Relationships

☐ ***Lied to Parent*** -- The vast majority of high school students (83%) admit lying to or deliberately deceiving a parent within the past 12 months, 43% at least four times. College students lie to their parents less but still, well over half (61%) say they lied to their parents, about one in five (19%) lied four or more times.

- Students at private religious colleges lied to their parents the most -- 69% lied at least once and 26% at least four times compared to 60% and 17% for students at public universities and 59% and 20% at secular private colleges.

☐ ***Lied to Spouse or "Significant Other" for Your Own Benefit*** -- Half of the college students (50%) admit they lied to or deceived their spouse or significant other within the past year. About one-third were dishonest two or more times.

☐ ***Lied to a Friend*** -- Almost three-quarters of the high school students (73%) and six out of ten college students (59%) said they lied to a friend at least once in the past twelve months.

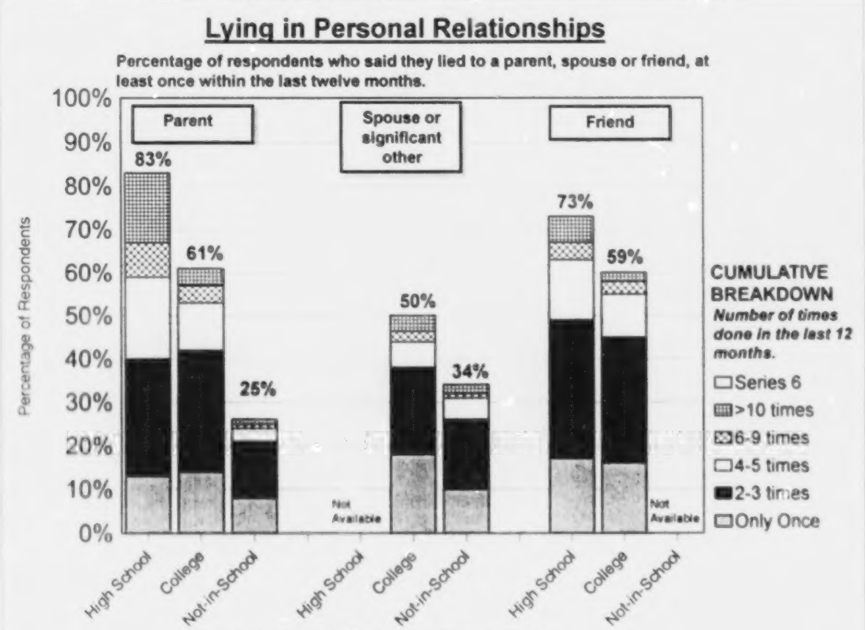


Fig.7-4. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

◆ Lying at School

☐ ***Lied to a Teacher or Professor*** -- Seven in ten high school students (69%) admited lying to a teacher at least once (28%, four or more times) while six in ten college students (61%) said they lied to or deceived a professor in the past year (9%, at least four times).

High School Students at public high schools were more likely to lie to their teachers than students in private schools (71% v. 63%).

College Students at private religiously-affiliated colleges were much more likely to lie to their professors than their counterparts at other private schools or at public universities -- 56% of the private religious college students lied at least once compared to 44% at public universities and 29% at private universities.

☐ ***Lied to a Child*** -- About one-fourth (23%) of the parents in both the college and not-in-school samples admitted they had lied to or deliberately deceived a child at least once in the past year.

◆ Broke an Important Promise

- Three out of five college students (60%) compared to two in five in the not-in-school group (40%) admit they broke an important promise within the past year; 10% of the college group and 5% of the not-in-school group said they did so at least 4-5 times.

CHEATING AT SCHOOL

◆ Actual Cheating on Exams

High School More than one in six high school students (61%) say they cheated on an exam at least once while almost half (45%) said they cheated two or more times in the past twelve months. Almost one in ten (9%) admit to cheating ten or more times within the year. Students in public high school cheated at a much higher rate than those in private high schools (65% v. 45%). Many teens recognize that academic dishonesty is wrong, yet they speak of cheating as if it is a behavior that is out of their control.

- The accuracy of the cheating rate reported in high school is corroborated by the fact that over half of the present college students (55%) said they cheated on an exam at least once when they were high school seniors.

College About one-third of college students (32%) cheated in the past year; one in five (21%) admit cheating at least twice while one in eleven (9%) cheated at least four times. Students attending religious-affiliated colleges cheated less, but still more than one in four cheat (26%).

- Evidence that the cheating rate in college has increased is provided by the response of the out-of -school group, 26% of whom said they cheated on a college exam at least once.

> *Once I got caught cheating a long time ago and from then on I don't even have the urge to do it again. It's not worth the risk of getting caught. Plus the whole purpose in college is to learn as much as you can so you will have an advantage over other people.*

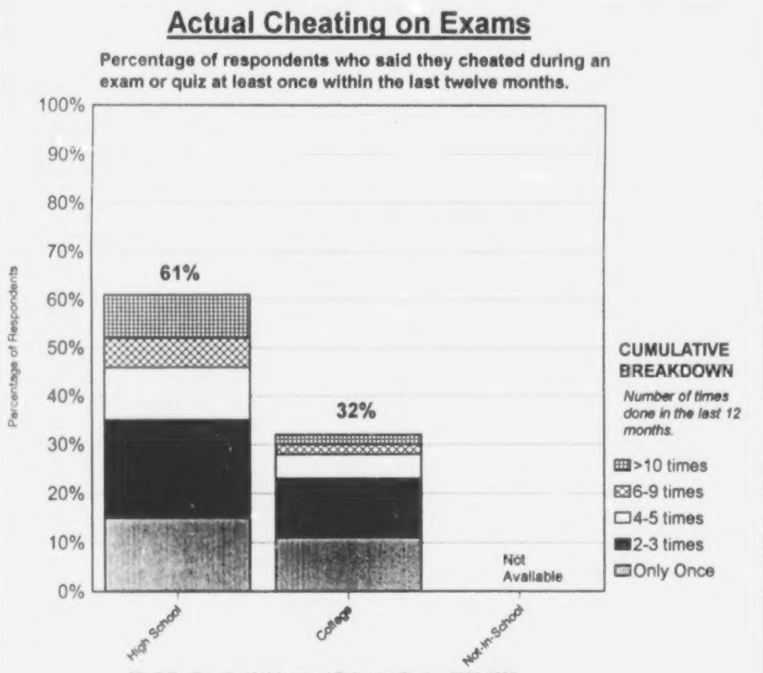


Fig.7-5. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics.

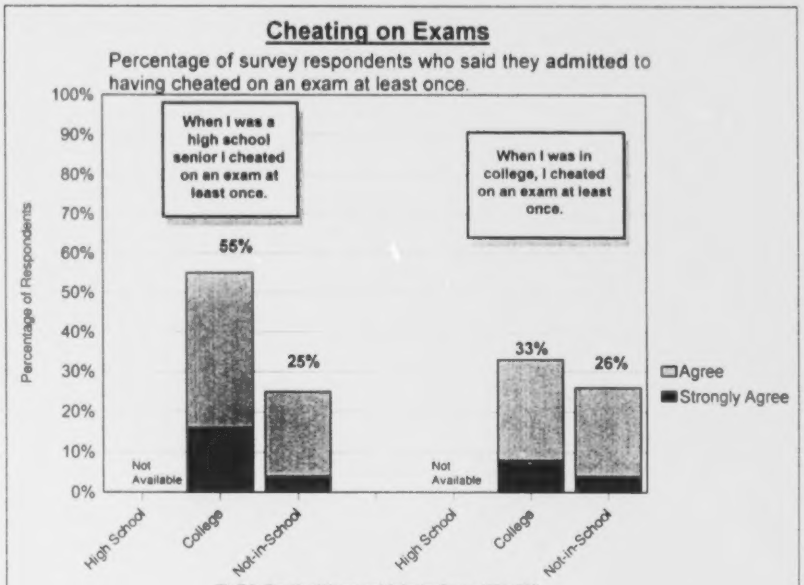


Fig.7-6. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

◆ Willingness to Cheat

High School More than one in five high school students expressed a willingness to lie in the future in order to get something they want -- on a college exam (22%), on the SAT exam (21%.)

College About one in twelve college students (8%) said they would cheat on a graduate school admissions exam to get a degree or job they want.

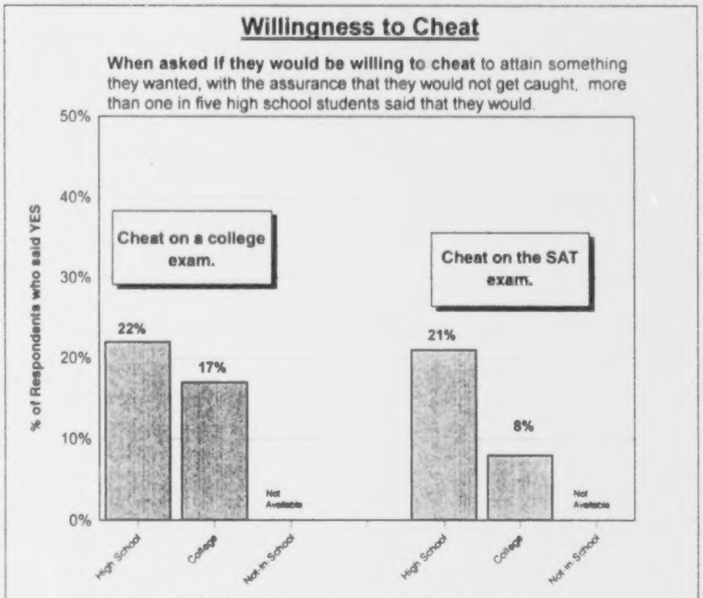


Fig.7-7. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

ATTITUDES ABOUT CHEATIING

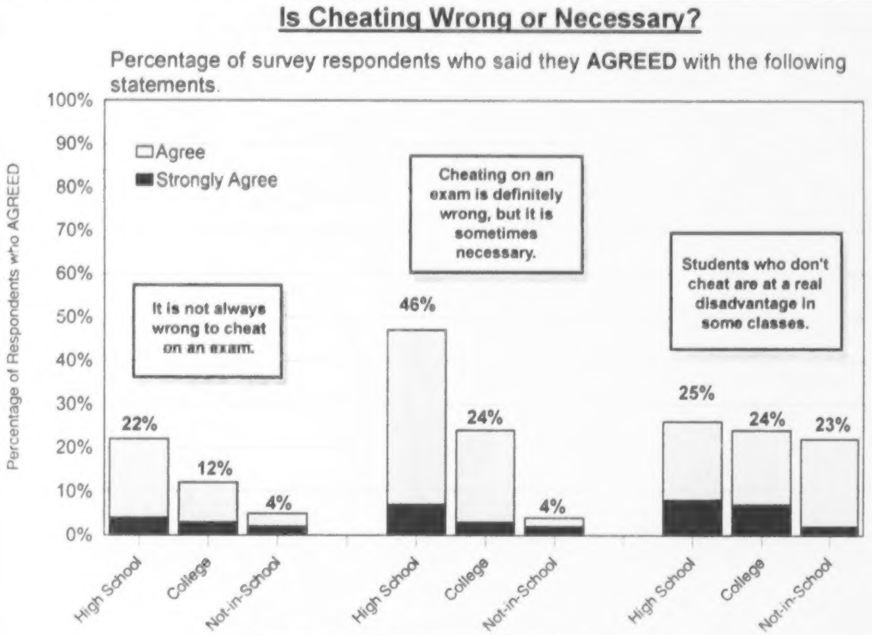
◆ Is It Wrong To Cheat?

Despite widespread cheating, the vast majority of both high school and college students believe it is always wrong to cheat -- 78% high school, 88% college. Still, more than one in five high school students (22%) and about one in eight college students (12%) disagree, saying it is not always wrong to cheat. In comparison, 96% of the out-of school respondents believe it is always wrong to cheat.

- Eighty four percent (84%) of the students in private high schools say cheating is always wrong compared to 77% of the public high school students.

◆ Is Cheating Necessary?

High school students demonstrated inconsistency in their attitudes about the necessity of cheating. Almost half (46%) said cheating on an exam is definitely wrong "but it is sometimes necessary." Yet only one in four (25%) said that students who don't cheat "are at a real disadvantage in some classes." College students were more consistent as one-fourth (24%) said both that cheating is sometimes necessary and that those who do not cheat are at a disadvantage.



Is Cheating Wrong or Necessary?

Percentage of survey respondents who said they **AGREED** with the following statements.

Fig.7-8. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

High School Students in public schools were substantially more likely than students in private schools to think that cheating is sometimes necessary -- 50% v. 29%. Similarly, 27% of public school students thought non-cheaters were at a real disadvantage as opposed to 19% of those attending private high schools.

College Students in public universities were more likely to agree that cheating is necessary than their counterparts in private colleges, especially private religiously affiliated colleges; 35% -- public universities; 24% -- private non-religious colleges; 16% -- private religious colleges.

◆ Do whatever you need to succeed

CYNICAL ETHICAL PERSPECTIVES

High School One-third (32%) of the high school students believe it is not ethical to do whatever you need to do to succeed if you don't seriously hurt other people.

College One out of five (20%) of the college students agreed or strongly agreed that it is not unethical to do whatever you need to do to succeed if you don't seriously hurt other people.

Not-in-School Only 7% agreed or strongly agreed that it is not unethical to do whatever you need to do to succeed if you don't seriously hurt other people.

◆ Most people will cheat/lie to get what they want

College Almost three out of four college students (74%) agreed or strongly agreed that most people will lie or cheat when it is necessary to get what they want if they think they won't get caught; one out of five (22%) strongly agreed with the statement.

Not-in-School Half (51%) of the not-in-school respondents believed that most people will lie or cheat when necessary to get what they want if they won't get caught.

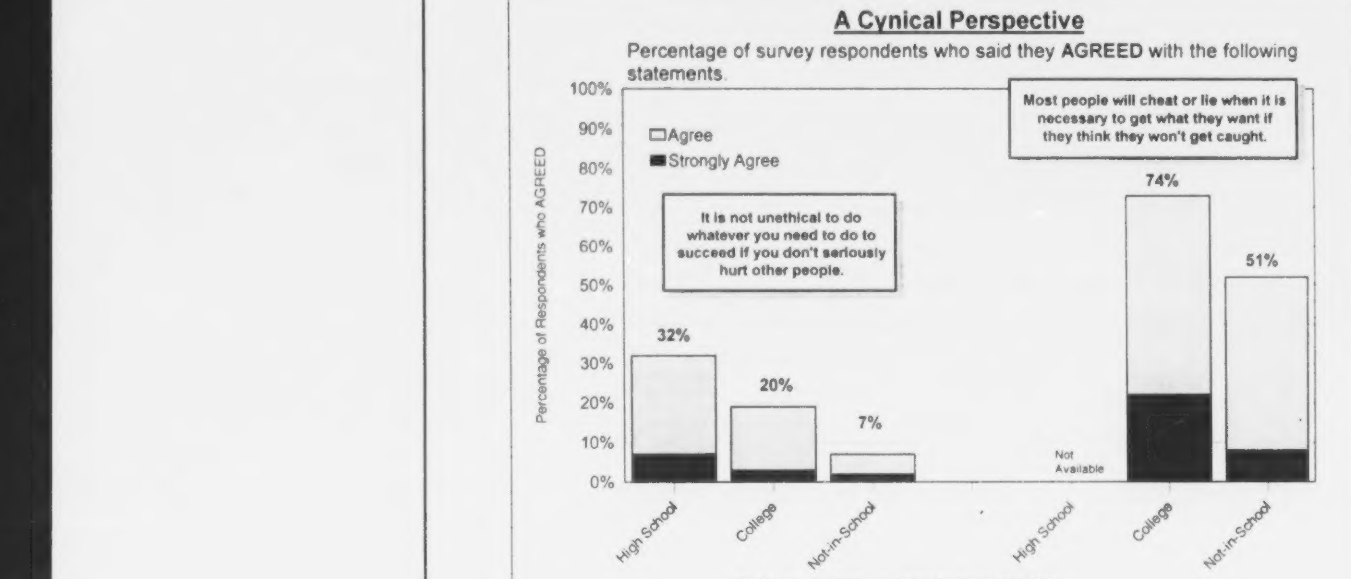


Fig.7-9. Results of Values and Behavior Study (1991-1992)
Conducted by the Josephson Institute of Ethics.

◆ One has to lie/cheat to succeed

Nearly one-third (32%) of college students believe that in today's society, one has to lie or cheat at least occasionally in order to succeed. Only half (16%) of not-in-school respondents believed the same.

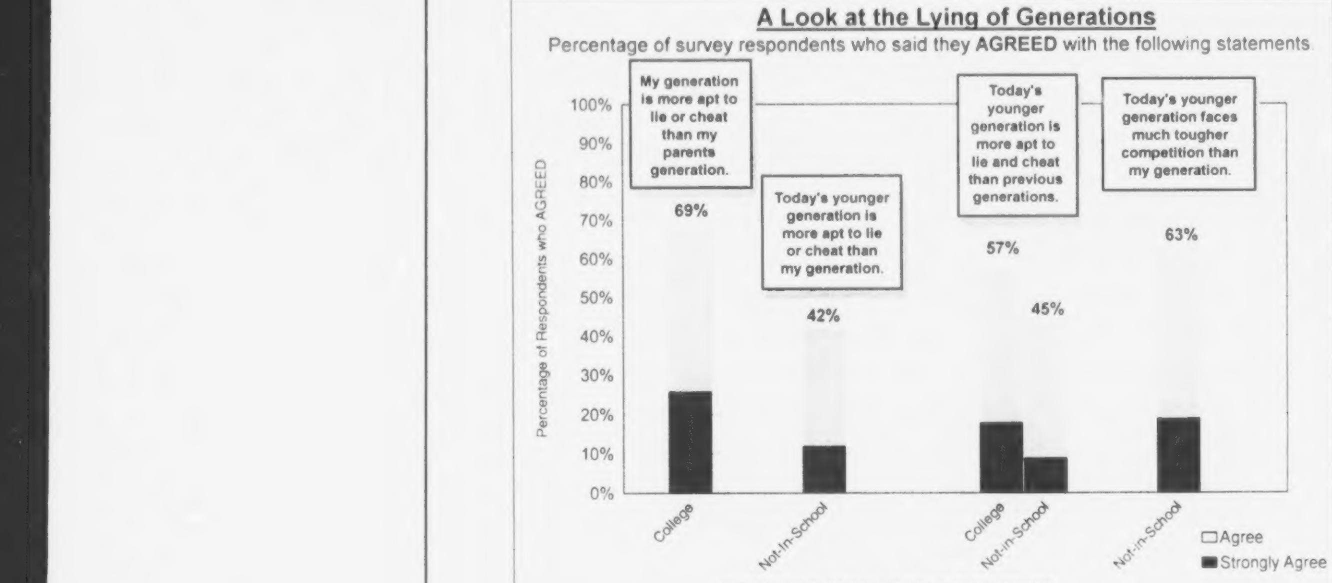


Fig 7-10. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

☐ ***My generation is more apt to lie or cheat than my parents' generation*** -- Almost seven out of ten (69%) of college students *agree* that their generation is more apt to lie or cheat than their parents' generation.

☐ ***Today's younger generation is more apt to lie/cheat than my generation*** -- Almost half (41%) of not-in-school respondents *strongly agree* or *agree* that today's younger generation is more apt to lie or cheat than their own generation.

☐ ***Today's generation is more apt to lie and cheat than previous generations*** -- More than half (57%) of the college students *agreed* or *strongly agreed* that today's younger generation is more apt to lie and cheat than previous generations; almost one-fifth *strongly agreed* with that statement. A little less than half (45%) of the not-in-school respondents *strongly disagreed* and *disagreed* that today's younger generation is more apt to lie and cheat than previous generations, however, 9%, (one in ten) *agreed* with the statement.

☐ ***Today's generation faces much tougher competition than my generation*** -- A little more than two-thirds (63% of the not-in-school respondents) *agreed* or *strongly agreed* that today's generation faces much tougher competition than their own generation.

☐ ***Today's generation faces tougher competition than previous generations*** -- Nine out of ten college students *strongly agreed* or *agreed* that today's younger generation faces much tougher competition than previous generations. Almost half (48%) *strongly agreed* with that statement; eight out of ten not-in-school respondents (80%) *strongly agreed* or *agreed* with the statement; one-third of these (31%) *strongly agreed.*

☐ ***Today's generation is more selfish than my generation*** -- Over half (53%) *strongly agreed* or *agreed* that today's generation is more selfish than their own generation.

☐ ***Today's generation is more selfish than previous generations*** --Two-thirds (66%) of college students and nearly two-thirds (58%) of not-in-school respondents *strongly agreed* or *agreed* that today's younger generation is more selfish than previous generations. One out of five (22%) of the college students *strongly agreed* with the statement.

☐ ***Today's generation (under 30) is more materialistic than my generation*** -- Eight out of ten college students (80%) *strongly agreed* or *agreed* that the under 30 generation is more materialistic; approximately one-third of these (30%) strongly agreed. Approximately two-thirds (67%) of not-in-school students *agreed* or *strongly agreed* that today's under 30 generation is more materialistic than their own generation.

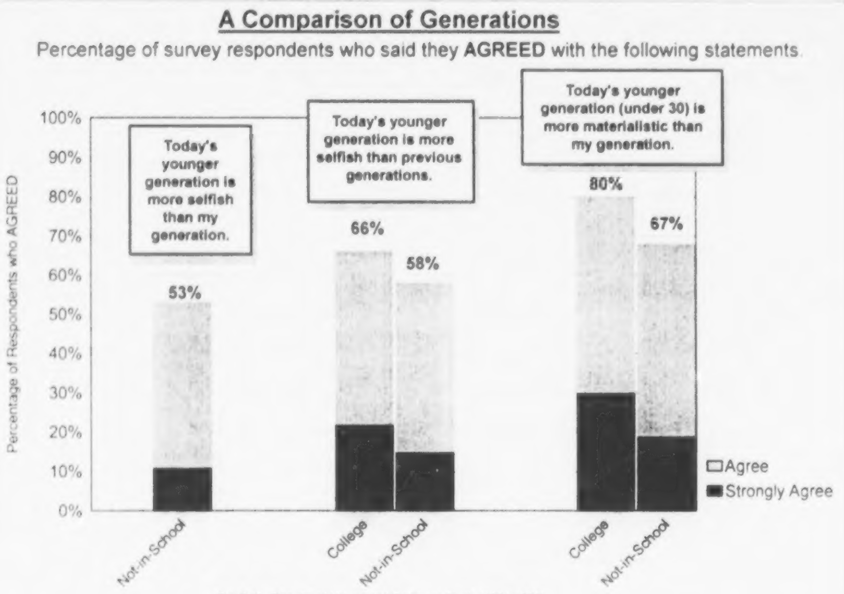


Fig.7-11. Results of Values and Behavior Study (1991-1992)
Conducted by the Josephson Institute of Ethics

◆

Responsibility

The notion of responsibility embodies the core ethical value of accountability -- a mature willingness to accept moral responsibility for the consequences of one's actions and inactions. Irresponsibility entails behavior causing harm usually involving a lack of self-restraint or a failure to consider the consequences. Several questions included in the survey relate to issues of responsibility.

Sexual Intercourse Without Using a Condom or Other Birth Control Device.

High School One in four high school students (25%) say they had engaged in unprotected sexual intercourse at least once in the past year; about one in eight (13%) said they did so 4-5 times while one in eleven (9%) did so at least 6 times.

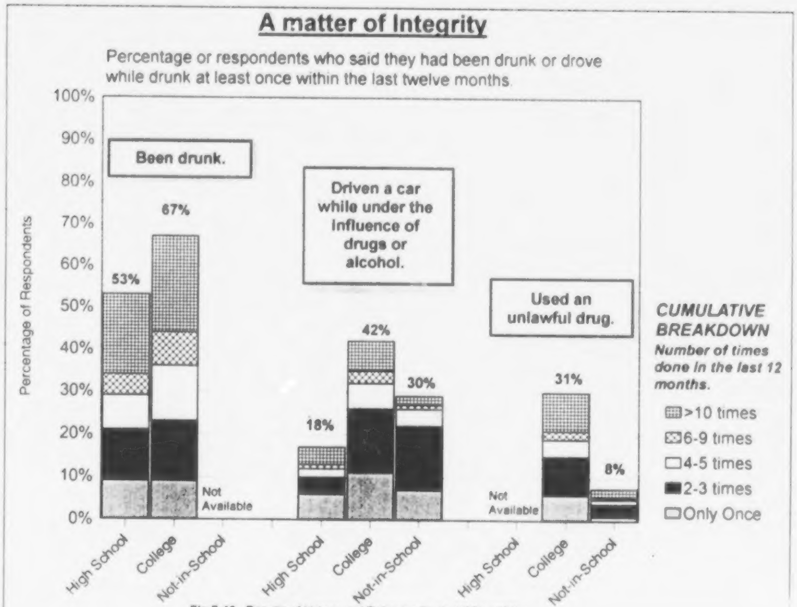


Fig.7-12. Results of Values and Behavior Study (1991-1992)
Conducted by the Josephson Institute of Ethics

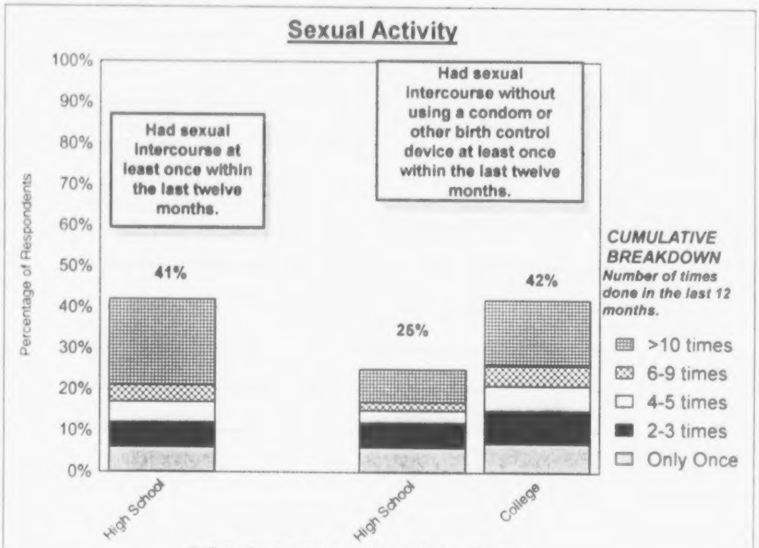


Fig.7-15. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

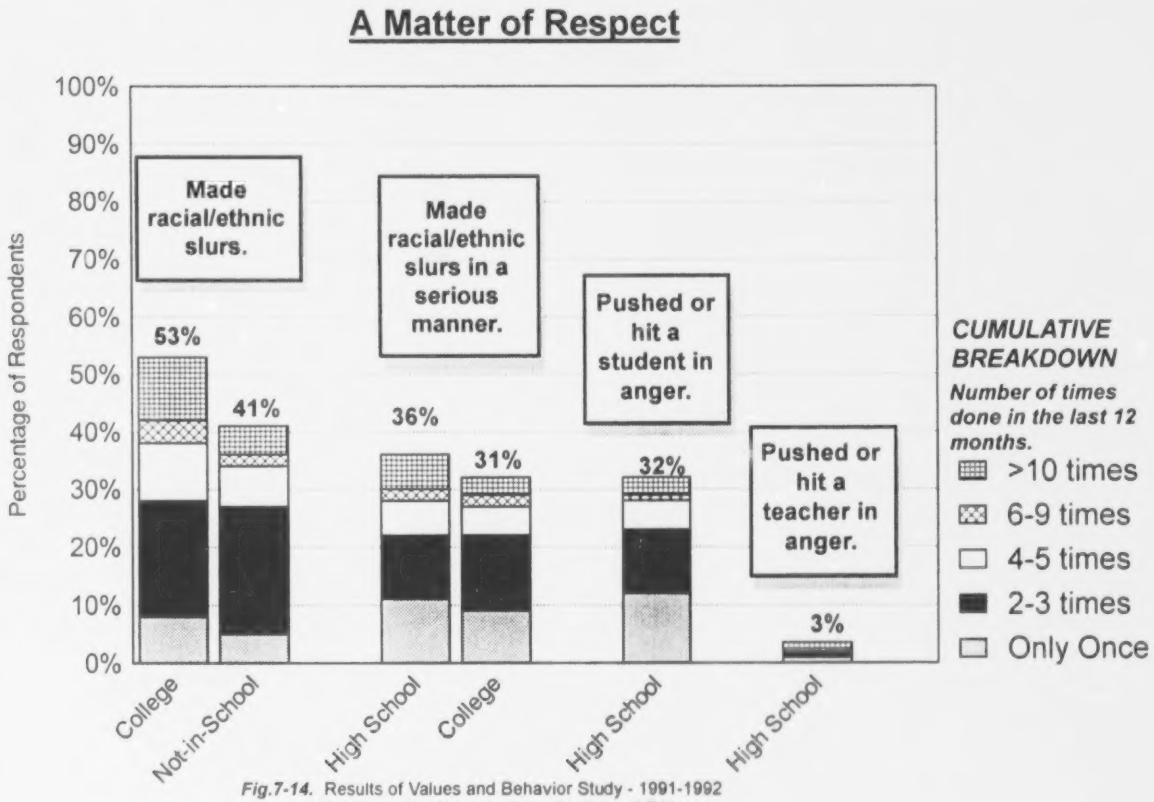


Fig.7-14. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics.

◆

VALUES

The survey asked respondents many questions designed to reveal their values and the way they are likely to be ranked in a decision making situation. The rankings follow below and represent the percentage that respondents marked as ***essential.***

Table 7-1. Participants rank values and decision-making situations as ESSENTIAL.

Ref No.	Value	High School %	High School Rank	College %	College Rank	Non-School %	Non-School Rank	OVERALL %	OVERALL Rank
V-8	Getting a job you enjoy.	77%	1	78%	1	Not Available		**77%**	1
V-11	Getting into college.	73%	2	Not Available		Not Available		**73%**	2
V-26	Imparting firm ethical values to your child.	Not Available		71%	2	76%	1	**73%**	2
V-15	Having personal trusting relationships.	66%	3	67%	3	54%	4	**64%**	3
V-1	Being honest and trustworthy.	54%	5	63%	4	69%	2	**61%**	4
V-10	Getting a well-paying job.	66%	3	45%	8	Not Available		**59%**	5
V-3	Being respected for your integrity.	55%	4	58%	5	61%	3	**58%**	6
V-2	Being kind and caring.	49%	6	52%	6	47%	5	**50%**	7
V-14	Having a permanent monogamous relationship.	Not Available		48%	7	43%	6	**46%**	8
V-6	Developing meaningful philosophy of life.	35%	7	34%	9	41%	7	**36%**	9
V-24	Voting.	Not Available		27%	13	39%	9	**33%**	10
V-5	Being well-off financially.	49%	6	31%	11	6%	18	**32%**	11
V-17	Making a difference in the lives of others.	Not Available		30%	12	32%	20	**31%**	12
V-4	Being thought of by those who know you best as a very ethical person.	27%	8	20%	17	40%	8	**29%**	13
V-12	Getting into grad school.	Not Available		23%	16	Not Available		**23%**	14
V-22	Staying informed about current affairs.	Not Available		24%	15	21%	11	**23%**	14
V-16	Living a religious righteous life.	20%	11	25%	14	20%	12	**22%**	15
V-20	Pleasing your parents.	26%	9	24%	15	10%	16	**22%**	15
V-7	Getting a job that is socially important.	23%	10	17%	19	Not Available		**21%**	16
V-27	Keeping your present job indefinitely unless a better one comes along.	Not Available		16%	20	17%	13	**17%**	17
V-9	Getting a promotion or new job that pays better.	Not Available		33%	10	5%	19	**17%**	17
V-25	Voting at all elections.	Not Available		Not Available		16%	14	**16%**	18
V-23	Volunteer work for causes you believe in.	Not Available		13%	22	16%	14	**15%**	19
V-18	Pleasing your boss.	Not Available		19%	18	12%	15	**15%**	19
V-21	Pleasing your teacher/professor.	11%	13	8%	24	Not Available		**10%**	20
V-13	Having a job that is socially important.	Not Available		14%	21	7%	17	**10%**	20
V-19	Pleasing your friends.	13%	12	9%	23	5%	19	**10%**	20

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SPECIFIC VALUES

◆ Religious Convictions

☐ ***Attended religious services*** -- Almost half of the high school and out-of-school respondents (47% and 48% respectively) said they attended religious services frequently compared to 43% of the college students.

☐ ***Living a religious righteous life*** -- Almost half of all those surveyed (46%) said that "livng a religious righteous life" was very important to them: 41% high school, 50% college, 45% not-in-school.

◆ Civic Duty

☐ ***Every citizen has a civic duty to vote*** -- College (82%) and not-in-school respondents (90%) both had high percentages of those who believed every citizen has a civic duty to vote.

☐ ***Given the state of politics today, there is no obligation to vote*** -- One fifth (22%) of college students *agreed* or *strongly agreed* that given the state of politics today, there is no obligation to vote. Almost three times less (9%) of the not-in-school respondents felt similarly.

Civic Duty

Percentage of survey respondents who said they **AGREED** with the following statements.

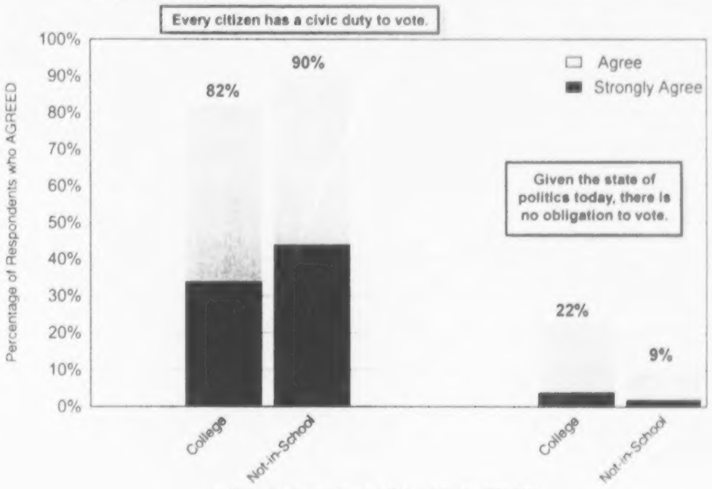

Fig.7-15 Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

- ☐ ***Staying informed about current affairs*** -- College and not-in-school respondents felt similarly about staying informed about current affairs. Almost three out of four (73%) for both groups responded that staying informed about current affairs was *essential* or *very important.*

- ☐ ***Voting*** -- Eighty-three percent of not-in-school respondents believed voting was *essential* or *very important*; 39% believed it was essential. Sixty-seven percent of college students responded voting was *essential* or *very important*; 27% believed it was *essential*.

- ☐ ***Voting in all elections*** -- Half (50%) of the college students believed voting in all elections was *essential* or *very important.*

CIVIC DUTY - Voting

Percentage of respondents who said they believe it is ***essential*** or ***very important*** to vote and to stay informed about current affairs.

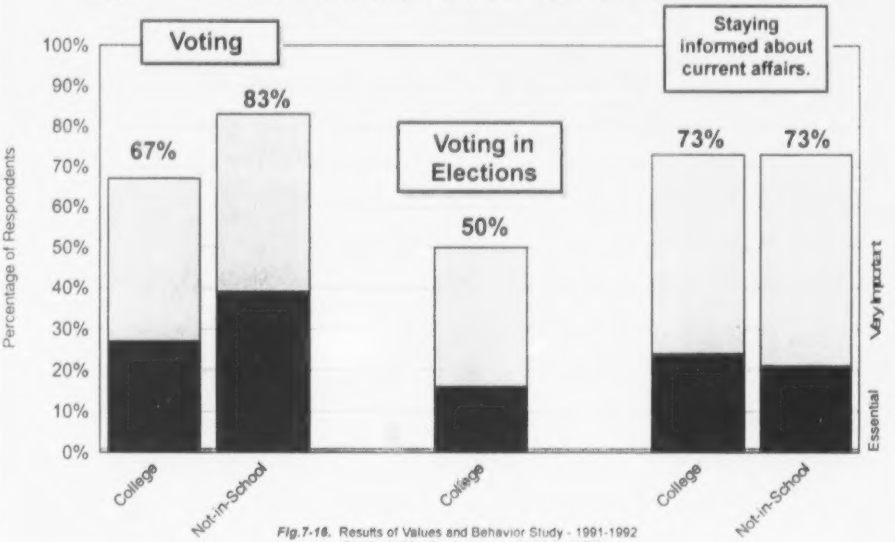

Fig.7-16. Results of Values and Behavior Study - 1991-1992
Conducted by the Josephson Institute of Ethics

◆ Charity and Volunteerism

- ☐ ***Gave at least $2.00 to charity*** -- College students tended to give to charity slightly more than high school students. In the last year 82%, 73%, and 52% gave to charity at least once, at least twice, or at least 4 times respectively; 75%, 64%, and 43% of high school students gave at least $2.00 to charity at least once, twice, or four times in the last year.

☐ ***Gave at least $5.00 to charity*** -- College students giving $5.00 to charity drops compared to giving $2.00. In the last year two-thirds (66%) gave at least once, about half (52%) gave at least two times, and about one-third (33%) gave at least four times.

☐ ***Gave at least $25.00 to charity*** -- Very high percentages of not-in-school respondents gave at least $25.00 to charity within the last year; 97% gave at least once, 89% gave at least twice, 77% gave at least four times, 60% at least six times, and 47% over ten times.

☐ ***Voluntarily (not required by school) spent over an hour of time to help a charity or needy person*** -- Large percentages of high school (68%), college (73%), and not-in-school respondents (86%) volunteered at least once in the last twelve months over an hour of time. As the number of instances increases the distinction between not-in-school, college and high school is magnified; six out of ten (60%) not-in-school respondents volunteered at lease four times for over an hour to help a charity or needy person, almost half as many high school (35%) and college (38%) students volunteered four times in the last year. Another marked difference is in the over ten category; almost one-third (32%) of the not-in-school respondents volunteered over an hour of time to help a charity or needy person as compared to about one-tenth (11%) of high school students and college students (12%).

☐ ***There is no ethical obligation to give to charity*** -- Close to half (42%) of the college students agree or strongly agree that there is no ethical obligation to give to charity.

☐ ***Making a difference in the lives of others*** -- Four out of five not-in-school (80%) and three out of four college students (76%) responded that making a difference in the lives of others was essential or very important; almost one-third of college (30%) and not-in-school students (32%) responded that making a difference in the lives of others is essential.

☐ ***Volunteer work for the causes you believe in*** -- Slightly more not-in-school respondents (58%) believed volunteer work for the causes you believe in was essential or very important compared to 51% of the college students; only 16% of not-in-school believed it was essential as compared to 13% of the college students who believed it was essential.●

Appendix A

Executive Summary

EXECUTIVE SUMMARY

Ethical Values, Attitudes, and Behaviors in American Schools

SUMMARY OF MAJOR FINDINGS

This report, the first of two, is based on the results of perhaps the most comprehensive survey of American ethical attitudes and behaviors ever undertaken. The Joseph & Edna Josephson Institute survey of 8,965 young people and adults during 1991 and 1992 focused exclusively on issues of ethics and involved variations of over 100 objective and open-ended questions. Report 1 focuses on the values and behaviors of 3,243 high school students and 3,630 college students in comparison to 2,092 persons not in school, the vast majority (88%) of which were over 30 years old. In addition to providing a statistical analysis of the responses, Report 1 includes written comments revealing the thoughts and attitudes of young people in their own words. Although additional variables such as gender and age are occasionally referred to, Report 2 will include an extensive analysis of the data in terms of gender and age differences in addition to other factors including the impact of strong religious beliefs.

THERE IS A HOLE IN THE MORAL OZONE

☐ There is a hole in the moral ozone and it is probably getting bigger. While there is significant evidence that the present 15-30 year-old generation is more likely to engage in dishonest and irresponsible conduct than previous generations, truly comparable benchmarks do not exist to establish this as fact. But whether things are measurably worse or not, they are clearly bad enough.

EXTENSIVE UNETHICAL CONDUCT

☐ This study shows beyond question that an unacceptably high number of young people act dishonestly or irresponsibly. Far too many steal, lie and cheat on the job, in school and in their personal relationships. Since this generation will be the stewards of our communities, nation, and planet in extraordinarily critical times, the present and future well-being of our society depends on their willingness to exercise the self-restraint and pursue the prosocial values inherent in ethical conduct; trustworthiness, respect, responsibility, justice & fairness, caring, and civic virtue & citizenship. As they enter the work force to do their jobs, whether they be teachers, politicians, bankers, business executives, mechanics, nuclear inspectors, journalists or generals, their penchant to get what they want (or avoid what they don't want) through improper means can create political, economic and environmental crises of unprecedented enormity.

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THE CHARACTER OF YOUTH

☐ Although this report should intensify concern about the moral character of the 15-30 generation and the implications of the attitudes and conduct reported, it is in no way suggested that this group of young people are moral mutants who are genetically disposed to self-serving and short-sighted conduct. Instead, the survey reveals that their negative dispositions developed in an atmosphere where cheaters regularly prosper and honesty is not always the best policy. In response to a continuous barrage of bad examples, a social system which refuses to consistently impose negative consequences on bad behavior and unprecedented parental, peer and economic pressures, the operational ethics of many young people is simply an amplified echo of the worst aspect of the adult world. Their misbehavior is more often the product of survival strategies and coping mechanisms than moral deficiency.

WHAT SOCIETY NEEDS TO DO

☐ The character and conduct of our youth reflects the character and conduct of society; therefore, every adult has the responsibility to teach and model the core ethical values and every social institution has the responsibility to promote the development of good character. Since people do not automatically develop good moral character, conscientious efforts must be made to help young people develop the values and abilities necessary for moral decision making and conduct. Although the responsibility for developing the character of the young is, first and foremost, an obligation of families; it is also an important obligation of faith communities, schools, youth and other human service organizations. Direct instruction on ethics and consistent emphasis and reinforcement of the core ethical values is important but it is not nearly enough. Individuals and institutions, especially the high schools and colleges, must more consistently model ethical behavior and enforce ethical principles by demonstrating commitment and attempting to assure that cheaters do not prosper and that those who follow the rules and do the right thing are not disadvantaged.

CONDUCT

THEFT AND FRAUD

- ***Shoplifting.*** About one in three high school students (31%) and one in seven college students (16%) admit stealing something from a store; 11% of the high schoolers and 4% of the college students stole something at least 4-5 times.
- ***Stealing from Parents.*** One in four high school student (25%) and one in nine college students (11%) say they stole something from a parent or relative at least once.
- ***Other Forms of Fraud.*** About one in eight collegiates (12%-13%) admit to engaging in each of the following forms of theft or fraud: lying to an insurance company, inflating expense claims, lying on financial aid forms and borrowing money with the intent of *not* paying it back.

LYING AND CHEATING

- ***Résumé Fraud.*** About one-third of high school and college students say they are *willing* to lie on a résumé, job application or during a job interview to get a job they want and 16% of the high schoolers and 18% of the college students admit they already have *done so* at least once.

- ***Falsification of Reports.*** More than one in five (21%) college students say they would falsify a report if it was necessary to keep their job while 23% say they will "probably" cheat if competitive pressures in their job are intense and the consequences are important.

- ***Lying to Boss or Customers.*** About two in five college students (39%) say they lied to a boss while one in three (35%) lied to a customer at least once within the past year.

- ***Lying to Parents.*** More than four out of five high schoolers (83%) and three of five college students (61%) lied to their parents at least once in the past 12 months; while two-fifths in high school (43%) and one-fifth in college (19%) say they lied at least 4-5 times.

- ***Cheating on Exams.*** Three of every five high schoolers (61%) and one in three collegiates (32%) admit to cheating on an exam at least once while one in four in high school (26%) and one in ten college students (9%) cheated at least 4-5 times -- this, despite the fact that 78% of the high school students and 88% of the college students say it is *always* wrong to cheat.

IRRESPONSIBILITY

- ***Unprotected Sex.*** One in four high school students (25%) and more than two in five college students (42%) admit they had sexual intercourse without using a condom to protect against venereal disease or any other birth control device to protect against unwanted pregnancy; 13% of the high schoolers and 27% of the collegiates said they engaged in unprotected sex at least 4-5 times within the past 12 months.

- ***Drunk Driving.*** One in five high school students (18%) and two in five college students (42%) admitted that they had driven a car while drunk in the past year (compared to 30% of the out-of-school sample); 8% in high school and 16% in college said they drove while drunk at least 4-5 times (compared to 7% for the out-of-school group).

VALUES

HIGHEST VALUES

The survey asked respondents many questions designed to reveal their values and the way they are likely to be ranked in a decision making situation. The highest ranked values (the percentage that respondents marked as "essential") for high schools and college students were:

Table A2.1 Highest ranking values among high school and college students.

Rank	High School Values	% Essential	Rank	College Values	% Essential
1	Getting a job you enjoy	77	1	Getting a job you enjoy	78
2	Getting into college	73	2	Imparting firm ethical values to your children	71
3	Getting a well-paid job	66	3	Having trusting personal relationships	67
4	Having trusting personal relationships	66	4	Being honest and trustworthy	63
5	Being respected for your integrity	55	5	Being respected for your integrity	58
6	Being honest and trustworthy	54	6	Being kind and caring	52

CYNICAL ETHICAL PERSPECTIVES

• ***Cynical Ethical Perspectives***. Nearly one-fourth of all high school students (24%) and one-fifth in college (20%) agree with the statement: *"It is not unethical to do whatever you have to do to succeed if you don't seriously hurt other people."* Unethical behavior among college students is driven in part by extraordinary cynicism -- almost three-quarters of all collegians (74%) as opposed to only half of the not-in-school sample (51%) think that *"most people will cheat or lie when it is necessary to get what they want."* Similarly, one in three college students (32%), compared to one in six persons not in school (16%), believe that *"one has to lie or cheat at least occasionally in order to succeed."*

SPECIFIC VALUES

• ***Religious Convictions*** -- Almost half of the high school and out-of-school respondents (47% and 48% respectively) said they attended religious services frequently compared to 43% of the college students. Nearly half of all those surveyed (46%) said that "living a religious righteous life" was very important to them -- 41% high school; 50% college; 45% not-in-school. Generally, students at religious-affiliated colleges cheated less and expressed the strongest convictions about honesty but still, substantial cheating and lying occur even in these colleges.

• ***Civic Duty*** -- The vast majority of college students believe that every citizen has a civic duty to vote but, as a group, they were less committed than the not-in-school group consisting primarily of people over 30 years of age (81% college v. 90% not-in-school).

• ***Charity and Volunteerism*** -- Most college students (58%) believe they have an "ethical obligation" to give to charity. Three of four collegians (75%) say making a difference in the lives of others is very important to them while more than half (51%) say the same about doing volunteer work for a cause they believe. More than one in three high school (35%) and college students (38%) voluntarily (not required by school) spent over an hour of time to help a charity or needy person *at least 4-5 times in the past 12 months* compared to three in five of those not-in-school (60%); 68% in high school and 73% in college volunteered their time at least once.

ROLE MODELS

• ***Ranking.*** Both high school and college students express the highest amount of respect for the most classic moral influences: parents, teachers and friends. The following rankings are based on the proportion rating the ethics of the designated group as *excellent* or *very good*:

Table A2.2 Highest ranking role models among high school and college students.

Rank	High School Values	% Very Good or Excellent	Rank	College Values	% Very Good or Excellent
1	Your parents	76	1	Your parents	81
2	Your own ethics	59	2	Your own ethics	65
3	Your friends	57	3	Your children	61
4	Your teachers	53	4	Your friends	51
5	Judges	50	5	Judges	46
6	Persons over 30 years of age	30	6	College professors	40

- ***Least Respected: The Bottom Five*** -- The following rankings are based on the proportion rating the ethics of the designated group as *only fair, bad or very bad*:

Table A2.3 The least respected groups among high school and college students.

Rank	High School Values	% Only Fair, Bad, or Very Bad	Rank	College Values	% Only Fair, Bad, or Very Bad
1	Elected public Officials	62	1	Elected public officials	74
2	Famous music stars	48	2	Famous music stars	56
3	Successful business executives	45	3	Lawyers	55
4	Journalists	44	4	Successful business executive	51
5	Lawyers	42	5	Journalists	50

- ***College Administrators*** -- More than four of five college students (81%) say that school administrators set a good example for ethics and integrity, leaving one in five who disagree.

- ***High Self Assessment***. There is a wide gap between high self-assessments of ethics and actual behavior among both young people and adults. All three groups tend to rate their ethics as excellent or very good; high school, 59%; college, 56%; not-in-school, 65% -- including a large number who admit to numerous instances of theft, lying and cheating.

MAJOR VARIABLES

AGE

There is a clear correlation between ethics and age -- the older the group, the more likely they were to express strong ethical values and refrain from dishonest and other unethical conduct. Thus, college students steal, lie and cheat less than high schoolers, and those out of school, especially those over 30, engage in such conduct less than college students. It is not clear from this survey the extent to which the distinct differences based on age reflect a natural moral maturation process or diminishing ethical convictions among the younger generations.

GENDER

In many major areas of attitudes and behavior there are distinct differences in attitudes and behaviors of females and males. In general, females engaging in substantially less unethical behavior and demonstrating higher levels of commitment to ethical values and perspectives.

PRIVATE V. PUBLIC SCHOOLS

At the high school level, students in both religious and secular private schools generally cheated less and expressed more positive ethical attitudes about academic honesty than students in public schools. They did not, however, steal or lie less. In college, students at public universities frequently (but not invariably) had higher rates of cheating and more prevalent negative attitudes about ethics and honesty than their counterparts in private colleges.

SOCIO-ECONOMIC STATUS

The survey did not seek information about and therefore does not measure socio-economic differences. In fact due to the survey methodology, the sampling of high school students under-represents inner city and at risk youth (most participating schools were middle or upper class schools) and the not-in-school sampling heavily over-represents persons with college and advanced degrees.

SURVEY METHODOLOGY

☐ The survey asked respondents to indicate the frequency with which they engaged in a wide array of specific conduct within the past 12 months. Thus, the data is a more valuable gauge of current behavior patterns than that yielded by a more common form of question asking whether one has ever engaged in the described conduct. Except where otherwise noted, the data is deemed valid at a 98% confidence rate with a plus or minus two percent margin of error.

The survey relies entirely on self reporting and is therefore vulnerable to a lack of candor, especially with regard to questions which ask the respondent to reveal behaviors or attitudes that are viewed to be negative. Instructions to the surveys told respondents to skip over any items they were unwilling to answer honestly. It is likely that a high proportion of those who chose to skip over an item were doing so to avoid revelation of information they thought to be incriminating or discrediting. In addition, respondents were asked at the end of the survey whether they answered any questions untruthfully -- 40% of the high school students, 30% of the college students and 21% of the not-in-school respondents admitted they were not completely honest on at least one or two questions. These two factors -- unanswered questions and dishonestly answered questions -- make it highly likely that the results on the questions about negative attitudes and behavior understate, perhaps substantially, the frequency of such attitudes and behavior. For example, it is fair to conclude that more stealing, lying and cheating occur than is indicated but that at least the amount reported occurs. Moreover, the error rate of understatement is likely to be highest among high school students and lowest among the not-in-school sample.

Appendix B

Survey Demographics

Ethical Values, Attitudes, and Behaviors in American Schools

1991 - 1992

DEMOGRAPHICS

Participating schools and organizations

		Total No. of Surveys Processed	% of Sample
Colleges		3630	*41%*
Public Colleges	1987		
Private Colleges	1267		
Private Religious Colleges	376		
High Schools		3243	*36%*
Public High Schools	2585		
Private High Schools	658		
Not-in-School		2092	*23%*
TOTAL Surveys Processed		*8965*	
Number of Colleges participating	23		*27%*
Number of High Schools participating	20		*23%*
Number of Not-in-School organizations participating	43		*50%*

AGE Breakdown	*No. of Surveys*	*% of Sample*
15-24 years old	4230	60%
25-30 years old	629	9%
Total 15-30 year old	***4859***	***69%***
31-45 years old	1363	19%
46 + years old	878	12%
Total 31+ year olds	***2241***	***31%***
TOTAL	*7100* *	

GENDER Breakdown		
Females	4285	***49%***
Males	4177	***51%***
TOTAL	***8462*** *	

*** Age and Gender Breakdown totals are less than the total survey sample since some participants did not answer these demographic questions.**

Of the 2092 Not-in-School participants, 1848 or 88% of them were over 30 years old.

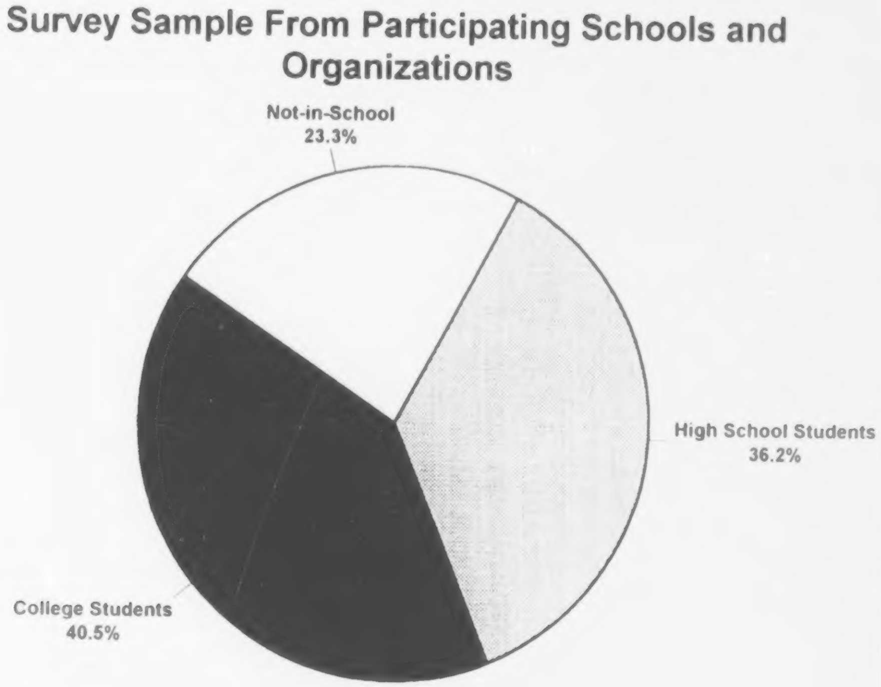

Survey Sample From Participating Schools and Organizations

Fig. A-1. Demographics of Values, Attitudes and Behavior Study (1991-1992) Conducted by the Josephson Institute of Ethics.

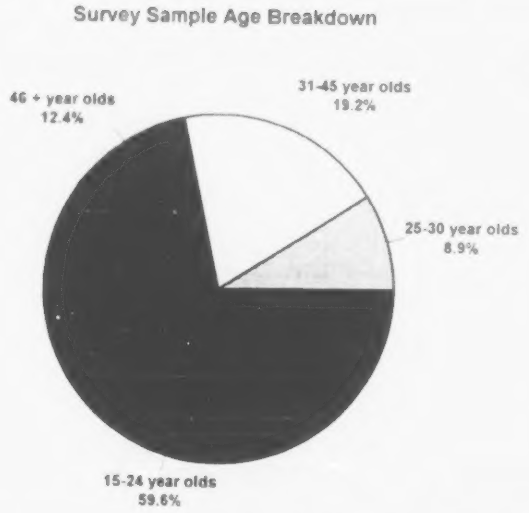

Survey Sample Age Breakdown

Fig. A-2 Demographics of Values, Attitudes and Behavior Study (1991-1992) Conducted by the Josephson Institute of Ethics

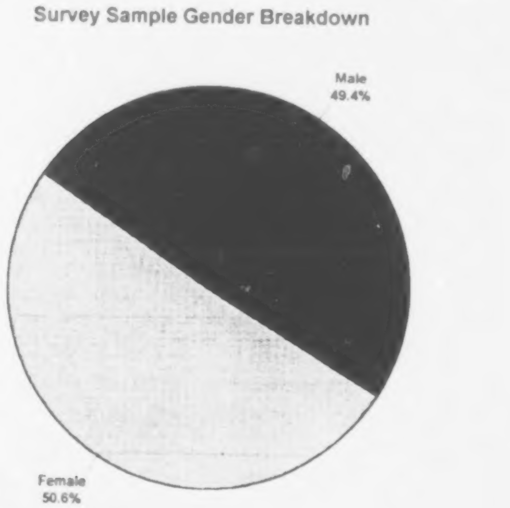
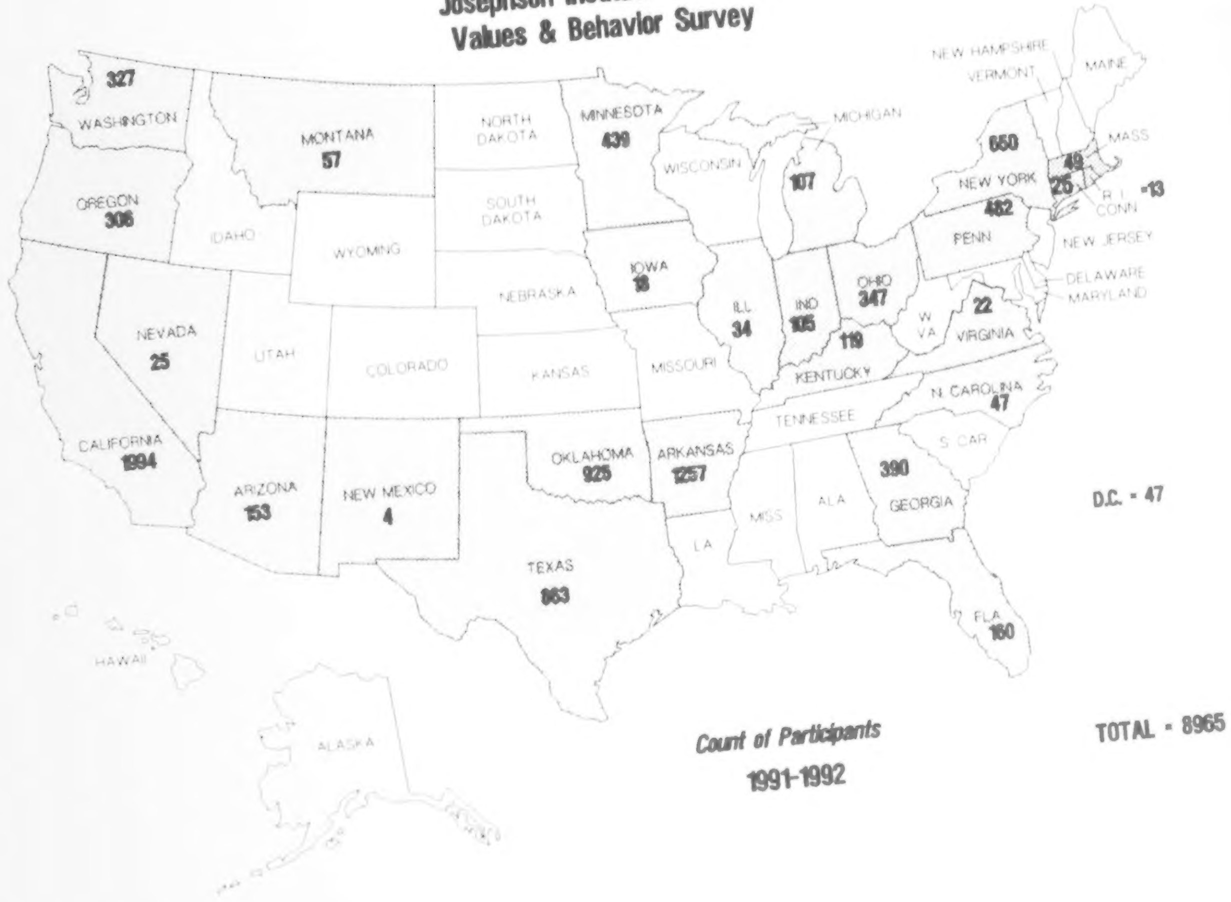

Survey Sample Gender Breakdown

Fig. A-3. Demographics of Values, Attitudes and Behavior Study (1991-1992) Conducted by the Josephson Institute of Ethics

Josephson Institute of Ethics
Values & Behavior Survey



D.C. = 47

Count of Participants

1991-1992

TOTAL = 8965

Appendix C

Data Tables

Ethical Values, Attitudes, and Behavior Survey Data Tables

1991-1992

Conducted by The Joseph & Edna Josephson Institute of Ethics

☐ The data compiled appears in this section in the form of data tables, along with the percentage distribution for the following demographic groups:

- ***College***
  - *Public Colleges*
  - *Private Colleges*
  - *Private Religious Colleges*
- ***High School***
  - *Public High Schools*
  - *Private High Schools*
- ***Not-in-School***

☐ The overall figures reflect the sum of all three groups: college, high school, and the not-in-school.

☐ In front of each group of questions will appear the lead question and its corresponding choices.

☐ All total percentages should equal 100, however, due to rounding some totals range between 99% and 101%.

☐ Where appropriate, additional columns have been added to the data tables that reflect combined choices. For example, *Strongly Agree* and *Agree* may be combined to reflect the portion of the total sample that said they *Agreed* with a statement.

☐ The order of the questions in this section are not as they were presented to the participants. They have been regrouped for purposes of this presentation.

PART I. How would you rate the overall honesty and ethics of the following groups:

6 = Excellent

5 = Very Good

4 = Good

3 = Only Fair

2 = Bad

1 = Very Bad

A-1. Elected Public Officials.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	**TOTAL**
OVERALL	**1%** 61	**4%** 342	**26%** 2257	**42%** 3716	**20%** 1743	**8%** 699	8818
			COLLEGE				
College Overall	**<1%** 10	**2%** 82	**24%** 846	**44%** 1575	**22%** 768	**8%** 267	3548
Public College	**<1%** 3	**2%** 46	**24%** 460	**45%** 856	**22%** 419	**7%** 136	1920
Private College	**<1%** 5	**2%** 26	**23%** 290	**43%** 539	**22%** 281	**9%** 111	1252
Private Religious	**1%** 2	**3%** 10	**26%** 96	**48%** 180	**18%** 68	**5%** 20	376
			HIGH SCHOOL				
High School Overall	**1%** 46	**6%** 190	**31%** 980	**38%** 1224	**17%** 547	**7%** 221	3208
Public HS	**1%** 35	**6%** 143	**30%** 776	**38%** 972	**17%** 441	**7%** 188	2555
Private HS	**2%** 11	**7%** 47	**31%** 204	**39%** 252	**16%** 106	**5%** 33	653
			NOT-IN-SCHOOL				
Not-in-School Overall	**<1%** 5	**3%** 70	**21%** 431	**44%** 917	**21%** 428	**10%** 211	2062

A-2. Successful business executives.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**2%**	**11%**	**38%**	**37%**	**10%**	**2%**	
	147	957	3349	3213	920	207	8793
			COLLEGE				
College Overall	**1%**	**11%**	**38%**	**38%**	**11%**	**2%**	
	26	385	1345	1331	378	80	3545
Public College	**1%**	**12%**	**40%**	**36%**	**11%**	**2%**	
	14	226	762	683	205	31	1921
Private College	**1%**	**10%**	**36%**	**39%**	**11%**	**3%**	
	10	121	453	487	138	39	1248
Private Religious	**1%**	**10%**	**35%**	**43%**	**9%**	**3%**	
	2	38	130	161	35	10	376
			HIGH SCHOOL				
High School Overall	**3%**	**13%**	**39%**	**31%**	**11%**	**3%**	
	110	419	1241	1002	338	83	3193
Public HS	**3%**	**13%**	**39%**	**32%**	**10%**	**3%**	
	84	324	1000	810	260	66	2544
Private HS	**4%**	**15%**	**37%**	**30%**	**12%**	**3%**	
	26	95	241	192	78	17	649
			NOT-IN-SCHOOL				
Not-in-School Overall	**1%**	**7%**	**37%**	**43%**	**10%**	**2%**	
	11	153	763	880	204	44	2055

A-3. Journalist.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**2%**	**12%**	**35%**	**34%**	**12%**	**5%**	
	159	1065	3114	2976	1081	412	8807
			COLLEGE				
College Overall	**1%**	**12%**	**36%**	**34%**	**12%**	**4%**	
	43	417	1272	1221	443	154	3550
Public College	**1%**	**12%**	**36%**	**34%**	**12%**	**5%**	
	21	230	685	658	234	98	1926
Private College	**1%**	**11%**	**34%**	**35%**	**15%**	**4%**	
	17	138	425	435	183	50	1248
Private Religious	**1%**	**13%**	**43%**	**34%**	**7%**	**2%**	
	5	49	162	128	26	6	376
			HIGH SCHOOL				
High School Overall	**3%**	**16%**	**37%**	**30%**	**10%**	**4%**	
	108	497	1195	947	321	131	3199
Public HS	**4%**	**16%**	**37%**	**28%**	**10%**	**4%**	
	93	419	951	723	255	107	2548
Private HS	**2%**	**12%**	**37%**	**34%**	**10%**	**4%**	
	15	78	244	224	66	24	651
			NOT-IN-SCHOOL				
Not-in-School Overall	**<1%**	**7%**	**31%**	**39%**	**15%**	**6%**	
	8	151	647	808	317	127	2058

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A-4. Judges.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**12%**	**37%**	**34%**	**14%**	**2%**	**1%**	
	1083	3275	2973	1196	198	86	8811
COLLEGE							
College Overall	**12%**	**39%**	**34%**	**12%**	**2%**	**1%**	
	435	1375	1212	443	64	23	3552
Public College	**12%**	**38%**	**34%**	**13%**	**2%**	**1%**	
	234	726	660	252	43	15	1930
Private College	**14%**	**41%**	**32%**	**12%**	**1%**	**1%**	
	172	508	396	145	18	7	1246
Private Religious	**8%**	**38%**	**41%**	**12%**	**1%**	**<1%**	
	29	141	156	46	3	1	376
HIGH SCHOOL							
High School Overall	**15%**	**35%**	**31%**	**15%**	**3%**	**2%**	
	477	1126	988	465	96	52	3204
Public HS	**15%**	**34%**	**31%**	**15%**	**3%**	**2%**	
	389	867	786	388	80	44	2554
Private HS	**14%**	**40%**	**31%**	**12%**	**2%**	**1%**	
	88	259	202	77	16	8	650
NOT-IN-SCHOOL							
Not-in-School Overall	**8%**	**38%**	**38%**	**14%**	**2%**	**1%**	
	171	774	773	288	38	11	2055

A-5. Lawyers.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**3%**	**12%**	**32%**	**33%**	**14%**	**6%**	
	251	1033	2853	2925	1235	507	8804
COLLEGE							
College Overall	**1%**	**10%**	**33%**	**34%**	**15%**	**6%**	
	50	348	1172	1219	532	219	3540
Public College	**2%**	**10%**	**32%**	**33%**	**16%**	**8%**	
	31	200	607	638	298	148	1922
Private College	**1%**	**9%**	**34%**	**37%**	**15%**	**5%**	
	13	109	422	459	183	58	1244
Private Religious	**2%**	**10%**	**38%**	**33%**	**14%**	**3%**	
	6	39	143	122	51	13	374
HIGH SCHOOL							
High School Overall	**6%**	**17%**	**34%**	**27%**	**11%**	**4%**	
	193	552	1082	879	355	143	3204
Public HS	**6%**	**17%**	**34%**	**27%**	**11%**	**4%**	
	162	440	869	702	269	115	2557
Private HS	**5%**	**17%**	**33%**	**27%**	**13%**	**4%**	
	31	112	213	177	86	28	647
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%**	**6%**	**29%**	**40%**	**17%**	**7%**	
	8	133	599	827	348	145	2060

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A-6. Police officers.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**4%**	**17%**	**38%**	**27%**	**9%**	**5%**	
	323	1502	3393	2402	792	408	8820
COLLEGE							
College Overall	**2%**	**16%**	**38%**	**29%**	**9%**	**5%**	
	82	585	1362	1024	325	173	3551
Public College	**2%**	**16%**	**40%**	**27%**	**10%**	**5%**	
	47	312	766	525	187	92	1929
Private College	**2%**	**18%**	**36%**	**31%**	**8%**	**5%**	
	29	227	443	389	96	62	1246
Private Religious	**2%**	**12%**	**41%**	**29%**	**11%**	**5%**	
	6	46	153	110	42	19	376
HIGH SCHOOL							
High School Overall	**7%**	**20%**	**35%**	**23%**	**9%**	**6%**	
	219	648	1115	745	297	186	3210
Public HS	**7%**	**20%**	**35%**	**23%**	**9%**	**6%**	
	188	516	888	594	225	149	2560
Private HS	**5%**	**20%**	**35%**	**23%**	**11%**	**6%**	
	31	132	227	151	72	37	650
NOT-IN-SCHOOL							
Not-in-School Overall	**1%**	**13%**	**44%**	**31%**	**8%**	**2%**	
	22	269	916	633	170	49	2059

A-7. Famous Athletes/music stars.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**1%**	**6%**	**31%**	**44%**	**15%**	**3%**	
	50	265	1352	1935	649	130	4381
COLLEGE							
College Overall	**2%**	**9%**	**34%**	**41%**	**12%**	**2%**	
	43	211	818	964	284	53	2373
Public College	**2%**	**10%**	**35%**	**40%**	**11%**	**2%**	
	24	118	421	476	135	18	1192
Private College	**2%**	**8%**	**34%**	**41%**	**13%**	**3%**	
	19	93	397	488	149	35	1181
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%**	**3%**	**27%**	**48%**	**18%**	**4%**	
	7	54	534	971	365	77	2008

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A-8. Famous athletes.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**7%**	**18%**	**41%**	**26%**	**6%**	**2%**	
	311	767	1779	1146	279	78	4360
COLLEGE							
College Overall	**3%**	**14%**	**45%**	**30%**	**8%**	**1%**	
	31	160	524	347	88	11	1161
Public College	**3%**	**16%**	**45%**	**27%**	**8%**	**1%**	
	25	114	328	194	61	9	731
Private College	**0%**	**2%**	**36%**	**46%**	**13%**	**4%**	
	0	1	20	26	7	2	56
Private Religious	**2%**	**12%**	**47%**	**34%**	**5%**	**0%**	
	6	45	176	127	20	0	374
HIGH SCHOOL							
High School Overall	**9%**	**19%**	**39%**	**25%**	**6%**	**2%**	
	280	607	1255	799	191	67	3199
Public HS	**9%**	**20%**	**39%**	**24%**	**6%**	**2%**	
	230	511	986	617	150	56	2550
Private HS	**8%**	**15%**	**41%**	**28%**	**6%**	**2%**	
	50	96	269	182	41	11	649
NOT-IN-SCHOOL							
Not-in-School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

A-9. Famous music stars.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**7%**	**12%**	**31%**	**34%**	**12%**	**4%**	
	295	536	1337	1475	529	186	4358
COLLEGE							
College Overall	**2%**	**8%**	**33%**	**37%**	**15%**	**4%**	
	24	98	388	432	177	43	1162
Public College	**3%**	**9%**	**34%**	**35%**	**16%**	**4%**	
	19	63	247	256	116	31	732
Private College	**0%**	**2%**	**25%**	**43%**	**23%**	**7%**	
	0	1	14	24	13	4	56
Private Religious	**1%**	**9%**	**34%**	**41%**	**13%**	**2%**	
	5	34	127	152	48	8	374
HIGH SCHOOL							
High School Overall	**8%**	**14%**	**30%**	**33%**	**11%**	**4%**	
	271	438	949	1043	352	143	3196
Public HS	**9%**	**15%**	**30%**	**32%**	**10%**	**4%**	
	218	377	770	810	258	113	2546
Private HS	**8%**	**9%**	**28%**	**36%**	**14%**	**5%**	
	53	61	179	233	94	30	650
NOT-IN-SCHOOL							
Not-in-School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

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A-10. Physicians.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**9%**	**34%**	**42%**	**13%**	**2%**	**<1%**	
	381	1531	1851	585	69	21	4438
COLLEGE							
College Overall	**13%**	**40%**	**36%**	**10%**	**1%**	**1%**	
	310	946	847	234	35	12	2384
Public College	**14%**	**40%**	**36%**	**9%**	**1%**	**0%**	
	168	476	429	105	15	4	1197
Private College	**12%**	**40%**	**35%**	**11%**	**2%**	**1%**	
	142	470	418	129	20	8	1187
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**3%**	**28%**	**49%**	**17%**	**2%**	**<1%**	
	71	585	1004	351	34	9	2054

A-11. Your teachers or college professors.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**9%**	**40%**	**37%**	**11%**	**2%**	**<1%**	
	659	2797	2620	752	107	92	7027
COLLEGE							
College Overall	**9%**	**46%**	**37%**	**8%**	**1%**	**<1%**	
	153	806	652	139	13	5	1768
Public College	**8%**	**47%**	**36%**	**8%**	**<1%**	**<1%**	
	85	489	372	87	7	3	1043
Private College	**9%**	**44%**	**39%**	**7%**	**1%**	**<1%**	
	68	317	280	52	6	2	725
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	**13%**	**39%**	**32%**	**11%**	**2%**	**2%**	
	429	1261	1019	360	64	79	3212
Public HS	**13%**	**38%**	**33%**	**12%**	**2%**	**3%**	
	325	962	841	306	57	69	2560
Private HS	**16%**	**46%**	**27%**	**8%**	**1%**	**2%**	
	104	299	178	54	7	10	652
NOT-IN-SCHOOL							
Not-in-School Overall	**4%**	**36%**	**46%**	**12%**	**1%**	**<1%**	
	77	730	949	253	30	8	2047

A-12. Your parents.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**41%**	**37%**	**16%**	**4%**	**1%**	**1%**	
	3643	3245	1391	382	83	50	8794
COLLEGE							
College Overall	**43%**	**38%**	**15%**	**3%**	**1%**	**<1%**	
	1519	1357	521	121	22	11	3551
Public College	**44%**	**38%**	**15%**	**3%**	**1%**	**<1%**	
	842	739	282	56	11	4	1934
Private College	**41%**	**38%**	**15%**	**5%**	**1%**	**<1%**	
	514	475	182	57	10	6	1244
Private Religious	**44%**	**38%**	**15%**	**2%**	**<1%**	**<1%**	
	163	143	57	8	1	1	373
HIGH SCHOOL							
High School Overall	**41%**	**35%**	**16%**	**5%**	**1%**	**1%**	
	1328	1108	521	168	47	32	3204
Public HS	**41%**	**34%**	**16%**	**6%**	**2%**	**1%**	
	1053	866	419	144	41	30	2553
Private HS	**42%**	**37%**	**16%**	**4%**	**1%**	**<1%**	
	275	242	102	24	6	2	651
NOT-IN-SCHOOL							
Not-In-School Overall	**39%**	**38%**	**17%**	**5%**	**1%**	**<1%**	
	796	780	349	93	14	7	2039

A-13. Your children (leave blank if not applicable).

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**21%**	**40%**	**28%**	**9%**	**1%**	**<1%**	
	333	632	441	149	12	6	1573
COLLEGE							
College Overall	**30%**	**29%**	**25%**	**12%**	**2%**	**3%**	
	43	42	36	17	3	4	145
Public College	**31%**	**31%**	**21%**	**12%**	**1%**	**4%**	
	25	25	17	10	1	3	81
Private College	**28%**	**27%**	**30%**	**11%**	**3%**	**2%**	
	18	17	19	7	2	1	64
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-In-School Overall	**20%**	**41%**	**28%**	**9%**	**1%**	**<1%**	
	290	590	405	132	9	2	1428

A-14. Your friends.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**13%**	**40%**	**36%**	**9%**	**1%**	**0%**	
	1134	3508	3184	829	128	44	8827
			COLLEGE				
College Overall	**11%**	**39%**	**38%**	**10%**	**2%**	**<1%**	
	383	1381	1334	373	69	14	3554
Public College	**10%**	**37%**	**39%**	**12%**	**2%**	**<1%**	
	196	705	755	232	37	6	1931
Private College	**9%**	**39%**	**38%**	**11%**	**2%**	**1%**	
	115	484	476	133	31	8	1247
Private Religious	**19%**	**51%**	**27%**	**2%**	**<1%**	**0%**	
	72	192	103	8	1	0	376
			HIGH SCHOOL				
High School Overall	**18%**	**39%**	**30%**	**10%**	**2%**	**1%**	
	585	1243	973	332	53	30	3216
Public HS	**18%**	**39%**	**30%**	**10%**	**2%**	**1%**	
	473	992	774	262	39	21	2561
Private HS	**17%**	**38%**	**30%**	**11%**	**2%**	**1%**	
	112	251	199	70	14	9	655
			NOT-IN-SCHOOL				
Not-in-School Overall	**8%**	**43%**	**43%**	**6%**	**<1%**	**0%**	
	166	884	877	124	6	0	2057

A-15. Persons over 30.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**3%**	**24%**	**54%**	**18%**	**2%**	**<1%**	
	223	2045	4560	1505	132	33	8498
			COLLEGE				
College Overall	**2%**	**26%**	**54%**	**17%**	**1%**	**<1%**	
	84	883	1847	569	49	6	3438
Public College	**2%**	**28%**	**53%**	**15%**	**2%**	**<1%**	
	45	523	1001	280	30	1	1880
Private College	**2%**	**21%**	**54%**	**21%**	**1%**	**<1%**	
	25	253	642	246	14	5	1185
Private Religious	**4%**	**29%**	**55%**	**12%**	**1%**	**0%**	
	14	107	204	43	5	0	373
			HIGH SCHOOL				
High School Overall	**4%**	**27%**	**49%**	**17%**	**2%**	**1%**	
	121	857	1542	555	74	26	3175
Public HS	**4%**	**27%**	**48%**	**17%**	**3%**	**1%**	
	105	682	1230	436	67	20	2540
Private HS	**3%**	**28%**	**49%**	**19%**	**1%**	**1%**	
	16	175	312	119	7	6	635
			NOT-IN-SCHOOL				
Not-in-School Overall	**1%**	**16%**	**62%**	**20%**	**<1%**	**<1%**	
	18	305	1171	381	9	1	1885

A-16. Persons under 30.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**2%**	**10%**	**47%**	**35%**	**5%**	**1%**	
	149	870	4002	2980	424	72	8497
			COLLEGE				
College Overall	**1%**	**8%**	**48%**	**37%**	**5%**	**1%**	
	29	287	1660	1275	169	22	3442
Public College	**1%**	**8%**	**48%**	**37%**	**5%**	**1%**	
	18	158	899	693	103	13	1884
Private College	**1%**	**7%**	**48%**	**39%**	**5%**	**1%**	
	8	83	565	467	55	7	1185
Private Religious	**1%**	**12%**	**53%**	**31%**	**3%**	**1%**	
	3	46	196	115	11	2	373
			HIGH SCHOOL				
High School Overall	**3%**	**14%**	**43%**	**32%**	**5%**	**1%**	
	107	449	1374	1029	173	42	3174
Public HS	**4%**	**15%**	**43%**	**31%**	**6%**	**1%**	
	89	375	1097	799	148	32	2540
Private HS	**3%**	**12%**	**44%**	**36%**	**4%**	**2%**	
	18	74	277	230	25	10	634
			NOT-IN-SCHOOL				
Not-in-School Overall	**1%**	**7%**	**51%**	**36%**	**4%**	**<1%**	
	13	134	968	676	82	8	1881

A-17. Your own ethics.

	Excellent	Very Good	Good	Only Fair	Bad	Very Bad	TOTAL
OVERALL	**16%**	**44%**	**32%**	**6%**	**1%**	**1%**	
	1379	3870	2845	571	84	51	8800
			COLLEGE				
College Overall	**12%**	**44%**	**36%**	**7%**	**1%**	**<1%**	
	443	1555	1264	236	36	15	3549
Public College	**13%**	**44%**	**35%**	**7%**	**1%**	**<1%**	
	253	850	669	130	21	6	1929
Private College	**10%**	**41%**	**39%**	**7%**	**1%**	**1%**	
	126	513	491	90	15	9	1244
Private Religious	**17%**	**51%**	**28%**	**4%**	**0%**	**0%**	
	64	192	104	16	0	0	376
			HIGH SCHOOL				
High School Overall	**19%**	**40%**	**30%**	**8%**	**1%**	**1%**	
	623	1281	968	250	45	35	3202
Public HS	**20%**	**40%**	**29%**	**8%**	**1%**	**1%**	
	517	1018	747	208	37	27	2554
Private HS	**16%**	**41%**	**34%**	**6%**	**1%**	**1%**	
	106	263	221	42	8	8	648
			NOT-IN-SCHOOL				
Not-in-School Overall	**15%**	**50%**	**30%**	**4%**	**<1%**	**<1%**	
	313	1034	613	85	3	1	2049

PART II. How important to you is each of the following?

4 = Essential

3 = Very Important

2 = Somewhat Important

1 = Not Important

V-1. Being honest and trustworthy.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**61%**	**32%**	**5%**	**1%**		**94%**	**6%**
	5378	2839	467	75	8759	8217	542
COLLEGE							
College Overall	**63%**	**32%**	**4%**	**0%**		**95%**	**5%**
	2234	1138	146	17	3535	3372	163
Public College	**62%**	**33%**	**5%**	**1%**		**95%**	**5%**
	1190	625	91	11	1917	1815	102
Private College	**62%**	**34%**	**4%**	**<1%**		**96%**	**4%**
	769	422	46	6	1243	1191	52
Private Religious	**73%**	**24%**	**2%**	**0%**		**98%**	**2%**
	275	91	9	0	375	366	9
HIGH SCHOOL							
High School Overall	**54%**	**35%**	**9%**	**2%**		**89%**	**11%**
	1726	1105	292	57	3180	2831	349
Public HS	**54%**	**35%**	**9%**	**2%**		**89%**	**11%**
	1367	886	226	47	2526	2253	273
Private HS	**55%**	**33%**	**10%**	**2%**		**88%**	**12%**
	359	219	66	10	654	578	76
NOT-IN-SCHOOL							
Not-in-School Overall	**69%**	**29%**	**1%**	**<1%**		**99%**	**1%**
	1418	596	29	1	2044	2014	30

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V-2. Being kind and caring.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**50%**	**38%**	**10%**	**2%**		**88%**	**12%**
	4391	3349	885	136	8761	7740	1021
			COLLEGE				
College Overall	**52%**	**37%**	**9%**	**1%**		**90%**	**10%**
	1857	1318	326	37	3538	3175	363
Public College	**50%**	**38%**	**10%**	**1%**		**89%**	**11%**
	961	737	196	23	1917	1698	219
Private College	**52%**	**38%**	**9%**	**1%**		**90%**	**10%**
	647	470	115	14	1246	1117	129
Private Religious	**66%**	**30%**	**4%**	**0%**		**96%**	**4%**
	249	111	15	0	375	360	15
			HIGH SCHOOL				
High School Overall	**49%**	**35%**	**13%**	**3%**		**85%**	**15%**
	1574	1119	402	90	3185	2693	492
Public HS	**51%**	**35%**	**12%**	**3%**		**85%**	**15%**
	1280	879	305	67	2531	2159	372
Private HS	**45%**	**37%**	**15%**	**4%**		**82%**	**18%**
	294	240	97	23	654	534	120
			NOT-IN-SCHOOL				
Not-in-School Overall	**47%**	**45%**	**8%**	**<1%**		**92%**	**8%**
	960	912	157	9	2038	1872	166

V-3. Being respected for your integrity.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**58%**	**35%**	**6%**	**1%**		**92%**	**8%**
	5037	3038	564	105	8744	8075	669
			COLLEGE				
College Overall	**58%**	**36%**	**6%**	**1%**		**94%**	**6%**
	2044	1260	203	23	3530	3304	226
Public College	**58%**	**36%**	**6%**	**1%**		**94%**	**6%**
	1107	683	114	10	1914	1790	124
Private College	**55%**	**38%**	**6%**	**1%**		**93%**	**7%**
	678	476	77	11	1242	1154	88
Private Religious	**69%**	**27%**	**3%**	**1%**		**96%**	**4%**
	259	101	12	2	374	360	14
			HIGH SCHOOL				
High School Overall	**55%**	**34%**	**8%**	**2%**		**89%**	**11%**
	1745	1080	269	74	3168	2825	343
Public HS	**56%**	**34%**	**8%**	**2%**		**89%**	**11%**
	1401	846	211	59	2517	2247	270
Private HS	**53%**	**36%**	**9%**	**2%**		**89%**	**11%**
	344	234	58	15	651	578	73
			NOT-IN-SCHOOL				
Not-in-School Overall	**61%**	**34%**	**4%**	**<1%**		**95%**	**5%**
	1248	698	92	8	2046	1946	100

V-4. Being thought of by those who know you best as a very ethical person.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**29%**	**46%**	**21%**	**3%**		**75%**	**25%**
	1562	2526	1161	189	5438	4088	1350
COLLEGE							
College Overall	**20%**	**47%**	**29%**	**3%**		**67%**	**33%**
	470	1120	695	78	2363	1590	773
Public College	**20%**	**48%**	**29%**	**4%**		**68%**	**32%**
	238	565	342	43	1188	803	385
Private College	**20%**	**47%**	**30%**	**3%**		**67%**	**33%**
	232	555	353	35	1175	787	388
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	**27%**	**39%**	**25%**	**8%**		**66%**	**34%**
	279	398	260	85	1022	677	345
Public HS	**27%**	**39%**	**25%**	**8%**		**66%**	**34%**
	279	398	260	85	1022	677	345
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**40%**	**49%**	**10%**	**1%**		**89%**	**11%**
	813	1008	206	26	2053	1821	232

V-5. Being well off financially.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**32%**	**35%**	**29%**	**4%**		**67%**	**33%**
	2799	3074	2566	348	8787	5873	2914
COLLEGE							
College Overall	**31%**	**38%**	**28%**	**3%**		**69%**	**31%**
	1107	1363	995	110	3575	2470	1105
Public College	**34%**	**37%**	**27%**	**3%**		**71%**	**29%**
	660	720	526	49	1955	1380	575
Private College	**27%**	**41%**	**29%**	**3%**		**68%**	**32%**
	333	513	356	43	1245	846	399
Private Religious	**30%**	**35%**	**30%**	**5%**		**65%**	**35%**
	114	130	113	18	375	244	131
HIGH SCHOOL							
High School Overall	**49%**	**29%**	**18%**	**3%**		**79%**	**21%**
	1569	927	573	106	3175	2496	679
Public HS	**50%**	**29%**	**17%**	**3%**		**80%**	**20%**
	1266	739	436	81	2522	2005	517
Private HS	**46%**	**29%**	**21%**	**4%**		**75%**	**25%**
	303	188	137	25	653	491	162
NOT-IN-SCHOOL							
Not-in-School Overall	**6%**	**38%**	**49%**	**6%**		**45%**	**55%**
	123	784	998	132	2037	907	1130

V-6. Developing a meaningful philosophy of life.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**36%**	**36%**	**22%**	**6%**		**72%**	**28%**
	3140	3130	1945	498	8713	6270	2443
COLLEGE							
College Overall	**34%**	**37%**	**24%**	**5%**		**71%**	**29%**
	1205	1300	829	185	3519	2505	1014
Public College	**30%**	**37%**	**27%**	**6%**		**68%**	**32%**
	581	712	507	111	1911	1293	618
Private College	**37%**	**36%**	**21%**	**5%**		**73%**	**27%**
	458	447	262	66	1233	905	328
Private Religious	**44%**	**38%**	**16%**	**2%**		**82%**	**18%**
	166	141	60	8	375	307	68
HIGH SCHOOL							
High School Overall	**35%**	**33%**	**24%**	**8%**		**68%**	**32%**
	1109	1042	756	254	3161	2151	1010
Public HS	**36%**	**33%**	**23%**	**7%**		**70%**	**30%**
	914	837	583	178	2512	1751	761
Private HS	**30%**	**32%**	**27%**	**12%**		**62%**	**38%**
	195	205	173	76	649	400	249
NOT-IN-SCHOOL							
Not-in-School Overall	**41%**	**39%**	**18%**	**3%**		**79%**	**21%**
	826	788	360	59	2033	1614	419

V-7. Getting a job that is socially important.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**21%**	**26%**	**38%**	**15%**		**47%**	**53%**
	1056	1344	1943	738	5081	2400	2681
COLLEGE							
College Overall	**17%**	**26%**	**41%**	**16%**		**43%**	**57%**
	326	495	781	302	1904	821	1083
Public College	**16%**	**25%**	**43%**	**16%**		**41%**	**59%**
	161	254	436	162	1013	415	598
Private College	**11%**	**31%**	**41%**	**16%**		**42%**	**58%**
	59	160	213	84	516	219	297
Private Religious	**28%**	**22%**	**35%**	**15%**		**50%**	**50%**
	106	81	132	56	375	187	188
HIGH SCHOOL							
High School Overall	**23%**	**27%**	**37%**	**14%**		**50%**	**50%**
	730	849	1162	436	3177	1579	1598
Public HS	**24%**	**27%**	**36%**	**13%**		**51%**	**49%**
	604	685	917	324	2530	1289	1241
Private HS	**19%**	**25%**	**38%**	**17%**		**45%**	**55%**
	126	164	245	112	647	290	357
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

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V-8. Getting a job you enjoy.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**77%**	**20%**	**3%**	**<1%**		**97%**	**3%**
	3934	1013	131	20	5098	4947	151
COLLEGE							
College Overall	**78%**	**21%**	**1%**	**<1%**		**99%**	**1%**
	1485	394	23	4	1906	1879	27
Public College	**77%**	**22%**	**1%**	**<1%**		**98%**	**2%**
	776	222	14	2	1014	998	16
Private College	**75%**	**23%**	**2%**	**<1%**		**98%**	**2%**
	390	117	8	2	517	507	10
Private Religious	**85%**	**15%**	**<1%**	**0%**		**100%**	**<1%**
	319	55	1	0	375	374	1
HIGH SCHOOL							
High School Overall	**77%**	**19%**	**3%**	**1%**		**96%**	**4%**
	2449	619	108	16	3192	3068	124
Public HS	**76%**	**20%**	**4%**	**<1%**		**96%**	**4%**
	1930	505	93	10	2538	2435	103
Private HS	**79%**	**17%**	**2%**	**1%**		**97%**	**3%**
	519	114	15	6	654	633	21
NOT-IN-SCHOOL							
Not-in-School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

V-9. Getting a promotion or new job that pays better.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**17%**	**32%**	**32%**	**19%**		**49%**	**51%**
	609	1115	1145	665	3534	1724	1810
COLLEGE							
College Overall	**33%**	**43%**	**21%**	**3%**		**76%**	**24%**
	514	664	324	51	1553	1178	375
Public College	**38%**	**42%**	**19%**	**1%**		**80%**	**20%**
	331	369	162	13	875	700	175
Private College	**27%**	**44%**	**24%**	**6%**		**71%**	**29%**
	183	295	162	38	678	478	200
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
NOT-IN-SCHOOL							
Not-in-School Overall	**5%**	**23%**	**41%**	**31%**		**28%**	**72%**
	95	451	821	614	1981	546	1435

V-10. Getting a well-paid job.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**59%**	**28%**	**11%**	**1%**		**87%**	**13%**
	3001	1442	582	76	5101	4443	658
COLLEGE							
College Overall	**46%**	**36%**	**16%**	**2%**		**82%**	**18%**
	878	691	298	40	1907	1569	338
Public College	**52%**	**35%**	**11%**	**1%**		**88%**	**12%**
	531	357	113	13	1014	888	126
Private College	**32%**	**43%**	**22%**	**3%**		**75%**	**25%**
	166	222	114	16	518	388	130
Private Religious	**48%**	**30%**	**19%**	**3%**		**78%**	**22%**
	181	112	71	11	375	293	82
HIGH SCHOOL							
High School Overall	**66%**	**24%**	**9%**	**1%**		**90%**	**10%**
	2123	751	284	36	3194	2874	320
Public HS	**68%**	**24%**	**8%**	**1%**		**91%**	**9%**
	1717	597	203	22	2539	2314	225
Private HS	**62%**	**24%**	**12%**	**2%**		**86%**	**15%**
	406	154	81	14	655	560	95
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

V-11. Getting into college.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**73%**	**17%**	**8%**	**3%**		**90%**	**10%**
	2316	547	247	84	3194	2863	331
COLLEGE							
College Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	**73%**	**17%**	**8%**	**3%**		**90%**	**10%**
	2316	547	247	84	3194	2863	331
Public HS	**72%**	**17%**	**8%**	**2%**		**90%**	**10%**
	1838	441	198	63	2540	2279	261
Private HS	**73%**	**16%**	**7%**	**3%**		**89%**	**11%**
	478	106	49	21	654	584	70
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

V-12. Getting into grad school.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**25%** 464	**30%** 568	**26%** 487	**20%** 369	1888	**55%** 1032	**45%** 356
COLLEGE							
College Overall	**25%** 464	**30%** 568	**26%** 487	**20%** 369	1888	**55%** 1032	**45%** 856
Public College	**22%** 226	**27%** 270	**26%** 260	**25%** 253	1009	**49%** 496	**51%** 513
Private College	**19%** 96	**40%** 202	**27%** 137	**14%** 71	506	**59%** 298	**41%** 208
Private Religious	**38%** 142	**26%** 96	**24%** 90	**12%** 45	373	**64%** 238	**36%** 135
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

V-13. Having a job that is socially important.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**10%** 368	**30%** 1103	**39%** 1400	**21%** 763	3634	**40%** 1471	**60%** 2163
COLLEGE							
College Overall	**14%** 231	**35%** 571	**38%** 613	**13%** 209	1624	**49%** 802	**51%** 822
Public College	**13%** 121	**32%** 287	**41%** 368	**14%** 125	901	**45%** 408	**55%** 493
Private College	**15%** 110	**39%** 284	**34%** 245	**12%** 84	723	**54%** 394	**46%** 329
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	**#VALUE!** *Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**7%** 137	**26%** 532	**39%** 787	**28%** 554	2010	**33%** 669	**67%** 1341

V-14. Having a permanent monogamous relationship.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**46%**	**33%**	**17%**	**5%**		**78%**	**22%**
	1984	1415	725	229	4353	3399	954
COLLEGE							
College Overall	**48%**	**30%**	**17%**	**5%**		**78%**	**22%**
	1124	698	395	121	2338	1822	516
Public College	**51%**	**28%**	**16%**	**5%**		**79%**	**21%**
	597	332	190	55	1174	929	245
Private College	**45%**	**31%**	**18%**	**6%**		**77%**	**23%**
	527	366	205	66	1164	893	271
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**43%**	**36%**	**16%**	**5%**		**78%**	**22%**
	860	717	330	108	2015	1577	438

V-15. Having personal trusting relationships.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**64%**	**30%**	**5%**	**1%**		**94%**	**6%**
	5584	2658	443	58	8743	8242	501
COLLEGE							
College Overall	**67%**	**29%**	**4%**	**<1%**		**96%**	**4%**
	2378	1013	129	10	3530	3391	139
Public College	**66%**	**30%**	**4%**	**<1%**		**96%**	**4%**
	1252	577	79	3	1911	1829	82
Private College	**68%**	**28%**	**4%**	**1%**		**96%**	**4%**
	841	351	45	7	1244	1192	52
Private Religious	**76%**	**23%**	**1%**	**0%**		**99%**	**1%**
	285	85	5	0	375	370	5
HIGH SCHOOL							
High School Overall	**66%**	**27%**	**6%**	**1%**		**93%**	**7%**
	2105	856	176	39	3176	2961	215
Public HS	**67%**	**26%**	**6%**	**1%**		**93%**	**7%**
	1691	662	140	30	2523	2353	170
Private HS	**63%**	**30%**	**6%**	**1%**		**93%**	**7%**
	414	194	36	9	653	608	45
NOT-IN-SCHOOL							
Not-in-School Overall	**54%**	**39%**	**7%**	**<1%**		**93%**	**7%**
	1101	789	138	9	2037	1890	147

V-16. Living a religious righteous life.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**22%**	**24%**	**30%**	**24%**		**46%**	**54%**
	1923	2073	2645	2060	8701	3996	4705
COLLEGE							
College Overall	**25%**	**25%**	**30%**	**20%**		**51%**	**49%**
	889	891	1050	689	3519	1780	1739
Public College	**27%**	**26%**	**30%**	**17%**		**53%**	**47%**
	514	496	572	323	1905	1010	895
Private College	**21%**	**23%**	**30%**	**26%**		**44%**	**56%**
	261	290	369	320	1240	551	689
Private Religious	**30%**	**28%**	**29%**	**12%**		**59%**	**41%**
	114	105	109	46	374	219	155
HIGH SCHOOL							
High School Overall	**20%**	**21%**	**33%**	**26%**		**41%**	**59%**
	633	668	1032	832	3165	1301	1864
Public HS	**22%**	**22%**	**33%**	**24%**		**44%**	**56%**
	543	554	818	601	2516	1097	1419
Private HS	**14%**	**18%**	**33%**	**36%**		**31%**	**69%**
	90	114	214	231	649	204	445
NOT-IN-SCHOOL							
Not-in-School Overall	**20%**	**25%**	**28%**	**27%**		**45%**	**55%**
	401	514	563	539	2017	915	1102

V-17. Making a difference in the lives of others.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**31%**	**47%**	**20%**	**2%**		**78%**	**22%**
	1371	2064	875	102	4412	3435	977
COLLEGE							
College Overall	**30%**	**45%**	**22%**	**3%**		**76%**	**24%**
	716	1080	517	62	2375	1796	579
Public College	**25%**	**48%**	**25%**	**2%**		**73%**	**27%**
	298	569	297	28	1192	867	325
Private College	**35%**	**43%**	**19%**	**3%**		**79%**	**21%**
	418	511	220	34	1183	929	254
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**32%**	**48%**	**18%**	**2%**		**80%**	**20%**
	655	984	358	40	2037	1639	398

V-18. Pleasing your boss.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**15%** 523	**46%** 1607	**32%** 1121	**7%** 253	3504	**61%** 2130	**39%** 1374
			COLLEGE				
College Overall	**19%** 300	**49%** 785	**28%** 441	**4%** 68	1594	**68%** 1085	**32%** 509
Public College	**22%** 193	**51%** 456	**24%** 212	**3%** 31	892	**73%** 649	**27%** 243
Private College	**15%** 107	**47%** 329	**33%** 229	**5%** 37	702	**62%** 436	**38%** 266
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			HIGH SCHOOL				
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			NOT-IN- SCHOOL				
Not-in-School Overall	**12%** 223	**43%** 822	**36%** 680	**10%** 185	1910	**55%** 1045	**45%** 865

V-19. Pleasing your friends.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**10%** 855	**34%** 3001	**42%** 3659	**14%** 1233	8748	**44%** 3856	**56%** 4892
			COLLEGE				
College Overall	**9%** 334	**35%** 1251	**43%** 1507	**13%** 443	3535	**45%** 1585	**55%** 1950
Public College	**9%** 182	**34%** 660	**43%** 834	**13%** 243	1919	**44%** 842	**56%** 1077
Private College	**9%** 112	**39%** 478	**42%** 518	**11%** 133	1241	**48%** 590	**52%** 651
Private Religious	**11%** 40	**30%** 113	**41%** 155	**18%** 67	375	**41%** 153	**59%** 222
			HIGH SCHOOL				
High School Overall	**13%** 425	**30%** 968	**39%** 1241	**17%** 554	3188	**44%** 1393	**56%** 1795
Public HS	**14%** 344	**30%** 766	**39%** 977	**18%** 448	2535	**44%** 1110	**56%** 1425
Private HS	**12%** 81	**31%** 202	**40%** 264	**16%** 106	653	**43%** 283	**57%** 370
			NOT-IN- SCHOOL				
Not-in-School Overall	**5%** 96	**39%** 782	**45%** 911	**12%** 236	2025	**43%** 878	**57%** 1147

V-20. Pleasing your parents.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**22%**	**38%**	**31%**	**10%**		**60%**	**40%**
	1888	3275	2652	849	8664	5163	3501
COLLEGE							
College Overall	**24%**	**39%**	**29%**	**8%**		**63%**	**37%**
	853	1399	1030	276	3558	2252	1306
Public College	**27%**	**40%**	**28%**	**6%**		**66%**	**34%**
	509	757	532	116	1914	1266	648
Private College	**18%**	**39%**	**32%**	**10%**		**58%**	**42%**
	235	502	402	133	1272	737	535
Private Religious	**29%**	**38%**	**26%**	**7%**		**67%**	**33%**
	109	140	96	27	372	249	123
HIGH SCHOOL							
High School Overall	**26%**	**38%**	**29%**	**8%**		**64%**	**36%**
	835	1197	916	241	3189	2032	1157
Public HS	**26%**	**37%**	**29%**	**8%**		**63%**	**37%**
	666	940	726	204	2536	1606	930
Private HS	**26%**	**39%**	**29%**	**6%**		**65%**	**35%**
	169	257	190	37	653	426	227
NOT-IN- SCHOOL							
Not-in-School Overall	**10%**	**35%**	**37%**	**17%**		**46%**	**54%**
	200	679	706	332	1917	879	1038

V-21. Pleasing your teacher/professor.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**9%**	**26%**	**42%**	**23%**		**36%**	**64%**
	483	1326	2115	1169	5093	1809	3284
COLLEGE							
College Overall	**8%**	**27%**	**44%**	**22%**		**34%**	**66%**
	144	510	839	412	1905	654	1251
Public College	**8%**	**26%**	**43%**	**23%**		**34%**	**66%**
	79	264	435	234	1012	343	669
Private College	**5%**	**26%**	**47%**	**21%**		**32%**	**68%**
	27	137	246	109	519	164	355
Private Religious	**10%**	**29%**	**42%**	**18%**		**39%**	**61%**
	38	109	158	69	374	147	227
HIGH SCHOOL							
High School Overall	**11%**	**26%**	**40%**	**24%**		**36%**	**64%**
	339	816	1276	757	3188	1155	2033
Public HS	**11%**	**25%**	**40%**	**24%**		**36%**	**64%**
	285	630	1002	619	2536	915	1621
Private HS	**8%**	**29%**	**42%**	**21%**		**37%**	**63%**
	54	186	274	138	652	240	412
NOT-IN- SCHOOL							
Not-in-School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

V-22. Staying informed about current affairs.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**23%** 993	**51%** 2237	**25%** 1091	**2%** 91	4412	**73%** 3230	**27%** 1182
COLLEGE							
College Overall	**24%** 574	**49%** 1170	**24%** 581	**2%** 51	2376	**73%** 1744	**27%** 632
Public College	**25%** 298	**47%** 561	**26%** 306	**2%** 25	1190	**72%** 859	**28%** 331
Private College	**23%** 276	**51%** 609	**23%** 275	**2%** 26	1186	**75%** 885	**25%** 301
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**21%** 419	**52%** 1067	**25%** 510	**2%** 40	2036	**73%** 1486	**27%** 550

V-23. Volunteer work for causes you believe in.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**15%** 542	**40%** 1456	**39%** 1413	**7%** 243	3654	**55%** 1998	**45%** 1656
COLLEGE							
College Overall	**13%** 211	**38%** 617	**42%** 677	**7%** 120	1625	**51%** 828	**49%** 797
Public College	**10%** 92	**38%** 342	**44%** 399	**8%** 71	904	**48%** 434	**52%** 470
Private College	**17%** 119	**38%** 275	**39%** 278	**7%** 49	721	**55%** 394	**45%** 327
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**16%** 331	**41%** 839	**36%** 736	**6%** 123	2029	**58%** 1170	**42%** 859

V-24. Voting.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**33%** 1222	**42%** 1556	**20%** 728	**4%** 156	3662	**76%** 2778	**24%** 884
COLLEGE							
College Overall	**27%** 436	**40%** 657	**27%** 433	**6%** 102	1628	**67%** 1093	**33%** 535
Public College	**24%** 219	**40%** 359	**29%** 261	**7%** 66	905	**64%** 578	**36%** 327
Private College	**30%** 217	**41%** 298	**24%** 172	**5%** 36	723	**71%** 515	**29%** 208
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**39%** 786	**44%** 899	**15%** 295	**3%** 54	2034	**83%** 1685	**17%** 349

V-25. Voting at all elections.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**16%** 116	**34%** 257	**36%** 272	**14%** 103	748	**50%** 373	**50%** 375
COLLEGE							
College Overall	**16%** 116	**34%** 257	**36%** 272	**14%** 103	748	**50%** 373	**50%** 375
Public College	**16%** 45	**27%** 76	**42%** 121	**15%** 44	286	**42%** 121	**58%** 165
Private College	**15%** 71	**39%** 181	**33%** 151	**13%** 59	462	**55%** 252	**45%** 210
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

V-26. Imparting firm ethical values to your children.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**73%**	**24%**	**2%**	**1%**		**97%**	**3%**
	2453	789	72	26	3340	3242	98
COLLEGE							
College Overall	**71%**	**25%**	**3%**	**1%**		**96%**	**4%**
	1078	382	49	18	1527	1460	67
Public College	**70%**	**27%**	**3%**	**<1%**		**97%**	**3%**
	595	231	25	4	855	826	29
Private College	**72%**	**22%**	**4%**	**2%**		**94%**	**6%**
	483	151	24	14	672	634	38
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
NOT-IN- SCHOOL							
Not-in-School Overall	**76%**	**22%**	**1%**	**<1%**		**98%**	**2%**
	1375	407	23	8	1813	1782	31

V-27. Keeping your present job indefinitely unless a better one comes along.

	Essential	Very Important	Somewhat Important	Not Important	TOTAL	Essential Very Important	Somewhat/Not Important
OVERALL	**17%**	**34%**	**31%**	**18%**		**51%**	**49%**
	574	1160	1074	619	3427	1734	1693
COLLEGE							
College Overall	**16%**	**33%**	**31%**	**20%**		**49%**	**51%**
	231	488	453	290	1462	719	743
Public College	**17%**	**39%**	**29%**	**16%**		**55%**	**45%**
	137	318	236	132	823	455	368
Private College	**15%**	**27%**	**34%**	**25%**		**41%**	**59%**
	94	170	217	158	639	264	375
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
NOT-IN- SCHOOL							
Not-in-School Overall	**17%**	**34%**	**32%**	**17%**		**52%**	**48%**
	343	672	621	329	1965	1015	950

PART III. About how many times have you done the following things in the last twelve months?

6 = Often (over 10 times)

5 = Frequently (6-9 times)

4 = Occasionally (between 4-5 times)

3 = Rarely (2-3 times)

2 = Only Once

1 = None

L-1. Took something from a store without paying.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**3%** 165	**1%** 76	**3%** 171	**8%** 390	**10%** 522	**74%** 3823	5147
COLLEGE							
College Overall	**1%** 20	**1%** 15	**1%** 24	**5%** 86	**7%** 121	**84%** 1391	1657
Public College	**1%** 12	**1%** 11	**1%** 11	**5%** 43	**6%** 46	**85%** 679	802
Private College	**1%** 6	**1%** 3	**2%** 9	**4%** 18	**7%** 33	**86%** 410	479
Private Religious	**1%** 2	**<1%** 1	**1%** 4	**7%** 25	**11%** 42	**80%** 302	376
HIGH SCHOOL							
High School Overall	**4%** 144	**2%** 61	**5%** 147	**9%** 303	**12%** 394	**67%** 2156	3205
Public HS	**5%** 120	**2%** 47	**5%** 128	**10%** 245	**12%** 309	**67%** 1701	2550
Private HS	**4%** 24	**2%** 14	**3%** 19	**9%** 58	**13%** 85	**69%** 455	655
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%** 1	**0%** 0	**0%** 0	**<1%** 1	**2%** 7	**97%** 276	285

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L-2. Stole something from a parent or relatives.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%**	**1%**	**3%**	**6%**	**8%**	**81%**	
	53	49	132	312	389	3925	4860
COLLEGE							
College Overall	**<1%**	**<1%**	**1%**	**4%**	**5%**	**89%**	
	3	8	16	71	80	1479	1657
Public College	**0%**	**<1%**	**<1%**	**4%**	**4%**	**91%**	
	0	2	4	30	34	732	802
Private College	**1%**	**1%**	**2%**	**4%**	**5%**	**87%**	
	3	6	9	19	24	418	479
Private Religious	**0%**	**0%**	**1%**	**6%**	**6%**	**88%**	
	0	0	3	22	22	329	376
HIGH SCHOOL							
High School Overall	**2%**	**1%**	**4%**	**8%**	**10%**	**76%**	
	50	41	116	241	309	2446	3203
Public HS	**2%**	**1%**	**4%**	**8%**	**10%**	**76%**	
	42	32	97	196	248	1936	2551
Private HS	**1%**	**1%**	**3%**	**7%**	**9%**	**78%**	
	8	9	19	45	61	510	652
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

L-3. Lied or deliberately deceived on a job application, or during a job interview (leave blank if you never applied for a job).

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**<1%**	**<1%**	**2%**	**4%**	**8%**	**86%**	
	33	21	113	247	522	5905	6841
COLLEGE							
College Overall	**<1%**	**<1%**	**2%**	**4%**	**9%**	**84%**	
	5	10	53	115	262	2407	2852
Public College	**<1%**	**<1%**	**2%**	**4%**	**9%**	**85%**	
	3	6	25	62	131	1238	1465
Private College	**<1%**	**<1%**	**2%**	**3%**	**9%**	**85%**	
	2	4	20	35	98	874	1033
Private Religious	**0%**	**0%**	**2%**	**5%**	**9%**	**83%**	
	0	0	8	18	33	295	354
HIGH SCHOOL							
High School Overall	**1%**	**<1%**	**2%**	**4%**	**8%**	**84%**	
	26	11	56	115	214	2145	2567
Public HS	**1%**	**<1%**	**2%**	**5%**	**9%**	**83%**	
	23	9	42	95	179	1753	2101
Private HS	**1%**	**<1%**	**3%**	**4%**	**8%**	**84%**	
	3	2	14	20	35	392	466
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%**	**0%**	**<1%**	**1%**	**3%**	**95%**	
	2	0	4	17	46	1353	1422

L-4. Lied to teacher or a professor.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**7%**	**4%**	**11%**	**22%**	**16%**	**40%**	
	332	193	532	1074	784	1970	4885
COLLEGE							
College Overall	**1%**	**1%**	**6%**	**16%**	**17%**	**58%**	
	25	19	101	277	282	979	1683
Public College	**2%**	**1%**	**7%**	**16%**	**18%**	**57%**	
	13	8	56	130	149	474	830
Private College	**1%**	**1%**	**3%**	**11%**	**12%**	**71%**	
	7	5	13	52	59	341	477
Private Religious	**1%**	**2%**	**9%**	**25%**	**20%**	**44%**	
	5	6	32	95	74	164	376
HIGH SCHOOL							
High School Overall	**10%**	**5%**	**13%**	**25%**	**16%**	**31%**	
	307	174	431	797	502	991	3202
Public HS	**10%**	**6%**	**14%**	**25%**	**16%**	**29%**	
	260	145	346	642	409	747	2549
Private HS	**7%**	**4%**	**13%**	**24%**	**14%**	**37%**	
	47	29	85	155	93	244	653
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

L-5. Lied to or deliberately deceived parent.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**8%**	**5%**	**12%**	**25%**	**12%**	**38%**	
	650	413	980	1961	956	3034	7994
COLLEGE							
College Overall	**4%**	**4%**	**11%**	**28%**	**14%**	**39%**	
	134	127	334	863	421	1210	3089
Public College	**4%**	**4%**	**9%**	**28%**	**15%**	**40%**	
	63	64	147	444	248	635	1601
Private College	**5%**	**4%**	**11%**	**27%**	**12%**	**41%**	
	61	40	121	296	135	459	1112
Private Religious	**3%**	**6%**	**18%**	**33%**	**10%**	**31%**	
	10	23	66	123	38	116	376
HIGH SCHOOL							
High School Overall	**16%**	**8%**	**19%**	**27%**	**13%**	**17%**	
	499	270	595	879	407	554	3204
Public HS	**16%**	**9%**	**19%**	**27%**	**12%**	**18%**	
	399	220	479	694	307	450	2549
Private HS	**15%**	**8%**	**18%**	**28%**	**15%**	**16%**	
	100	50	116	185	100	104	655
NOT-IN-SCHOOL							
Not-in-School Overall	**1%**	**1%**	**3%**	**13%**	**8%**	**75%**	
	17	16	51	219	128	1270	1701

L-6. Lied to friend.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**5%**	**4%**	**12%**	**31%**	**17%**	**32%**	
	232	179	604	1510	808	1561	4894
COLLEGE							
College Overall	**2%**	**3%**	**10%**	**29%**	**16%**	**41%**	
	37	55	168	482	264	685	1691
Public College	**2%**	**3%**	**8%**	**30%**	**16%**	**41%**	
	18	29	66	249	133	346	841
Private College	**2%**	**3%**	**10%**	**22%**	**14%**	**49%**	
	9	16	46	104	66	235	476
Private Religious	**3%**	**3%**	**15%**	**34%**	**17%**	**28%**	
	10	10	56	129	65	104	374
HIGH SCHOOL							
High School Overall	**6%**	**4%**	**14%**	**32%**	**17%**	**27%**	
	195	124	436	1028	544	876	3203
Public HS	**6%**	**4%**	**14%**	**32%**	**17%**	**27%**	
	161	101	349	821	429	688	2549
Private HS	**5%**	**4%**	**13%**	**32%**	**18%**	**29%**	
	34	23	87	207	115	188	654
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	0

L-7. Lied to or deliberately deceived a spouse, boy/girlfriend or significant other for your benefit.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**2%**	**2%**	**6%**	**18%**	**14%**	**58%**	
	92	65	214	706	546	2196	3819
COLLEGE							
College Overall	**3%**	**2%**	**6%**	**20%**	**18%**	**50%**	
	62	47	124	413	359	1012	2017
Public College	**4%**	**3%**	**6%**	**24%**	**19%**	**45%**	
	35	28	55	237	192	453	1000
Private College	**3%**	**2%**	**7%**	**17%**	**16%**	**55%**	
	27	19	69	176	167	559	1017
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**2%**	**1%**	**5%**	**16%**	**10%**	**66%**	
	30	18	90	293	187	1184	1802

L-8. Lied to or deliberately deceived a child.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%**	**1%**	**3%**	**13%**	**6%**	**77%**	
	15	17	58	283	136	1675	2184
COLLEGE							
College Overall	**2%**	**1%**	**3%**	**12%**	**6%**	**77%**	
	11	8	18	83	39	529	688
Public College	**1%**	**1%**	**3%**	**12%**	**7%**	**77%**	
	4	3	10	47	27	308	399
Private College	**2%**	**2%**	**3%**	**12%**	**4%**	**76%**	
	7	5	8	36	12	221	289
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%**	**1%**	**3%**	**13%**	**6%**	**77%**	
	4	9	40	200	97	1146	1496

L-9. Lied to or deliberately deceived a boss.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%**	**<1%**	**3%**	**15%**	**9%**	**72%**	
	20	15	102	437	258	2174	3006
COLLEGE							
College Overall	**1%**	**1%**	**6%**	**18%**	**13%**	**61%**	
	16	9	74	235	169	788	1291
Public College	**2%**	**1%**	**5%**	**19%**	**14%**	**60%**	
	11	7	35	132	101	421	707
Private College	**1%**	**<1%**	**7%**	**18%**	**12%**	**63%**	
	5	2	39	103	68	367	584
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%**	**<1%**	**2%**	**12%**	**5%**	**81%**	
	4	6	28	202	89	1386	1715

L-10. Lied to or deliberately deceived a subordinate or co-worker

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%** 21	**1%** 23	**3%** 92	**17%** 525	**11%** 328	**68%** 2069	3058
COLLEGE							
College Overall	**1%** 15	**1%** 15	**5%** 58	**19%** 238	**14%** 173	**61%** 774	1273
Public College	**1%** 10	**1%** 10	**5%** 33	**21%** 147	**14%** 99	**57%** 401	700
Private College	**1%** 5	**1%** 5	**4%** 25	**16%** 91	**13%** 74	**65%** 373	573
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%** 6	**<1%** 8	**2%** 34	**16%** 287	**9%** 155	**73%** 1295	1785

L-11. Lied to or deliberately deceived a client or customer.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**2%** 47	**1%** 32	**3%** 88	**15%** 403	**8%** 211	**71%** 1914	2695
COLLEGE							
College Overall	**3%** 34	**2%** 24	**4%** 51	**16%** 194	**10%** 127	**65%** 784	1214
Public College	**4%** 24	**1%** 10	**5%** 35	**17%** 112	**11%** 74	**62%** 417	672
Private College	**2%** 10	**3%** 14	**3%** 16	**15%** 82	**10%** 53	**68%** 367	542
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**1%** 13	**1%** 8	**2%** 37	**14%** 209	**6%** 84	**76%** 1130	1481

L-12. Broke an important promise to another.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%** 43	**1%** 42	**5%** 222	**26%** 1083	**17%** 709	**49%** 2001	4100
COLLEGE							
College Overall	**1%** 28	**2%** 37	**7%** 154	**29%** 653	**21%** 466	**40%** 876	2214
Public College	**1%** 14	**1%** 16	**7%** 77	**30%** 332	**22%** 240	**39%** 435	1114
Private College	**1%** 14	**2%** 21	**7%** 77	**29%** 321	**21%** 226	**40%** 441	1100
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**1%** 15	**<1%** 5	**4%** 68	**23%** 430	**13%** 243	**60%** 1125	1886

L-13. Lied on an insurance form.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**<1%** 7	**<1%** 3	**<1%** 4	**2%** 58	**6%** 168	**91%** 2477	2717
COLLEGE							
College Overall	**1%** 6	**<1%** 2	**<1%** 2	**3%** 33	**9%** 107	**87%** 1046	1196
Public College	**1%** 5	**<1%** 1	**0%** 0	**4%** 23	**8%** 51	**87%** 539	619
Private College	**<1%** 1	**<1%** 1	**<1%** 2	**2%** 10	**10%** 56	**88%** 507	577
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%** 1	**<1%** 1	**<1%** 2	**2%** 25	**4%** 61	**94%** 1431	1521

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L-14. Misrepresented a material fact on a resume.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**<1%**	**<1%**	**1%**	**3%**	**6%**	**89%**	
	5	8	29	96	168	2446	2752
COLLEGE							
College Overall	**<1%**	**1%**	**2%**	**6%**	**10%**	**82%**	
	5	7	19	70	118	973	1192
Public College	**<1%**	**1%**	**1%**	**5%**	**10%**	**83%**	
	1	5	8	30	65	532	641
Private College	**1%**	**<1%**	**2%**	**7%**	**10%**	**80%**	
	4	2	11	40	53	441	551
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%**	**<1%**	**1%**	**2%**	**3%**	**94%**	
	0	1	10	26	50	1473	1560

L-15. Inflated an expense claim for reimbursement.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%**	**1%**	**1%**	**4%**	**6%**	**88%**	
	4	4	6	24	40	594	672
COLLEGE							
College Overall	**1%**	**1%**	**1%**	**4%**	**6%**	**88%**	
	4	4	6	24	40	594	672
Public College	**1%**	**<1%**	**1%**	**4%**	**8%**	**86%**	
	2	1	2	11	22	225	263
Private College	**<1%**	**1%**	**1%**	**3%**	**4%**	**90%**	
	2	3	4	13	18	369	409
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

L-16. Borrowed money intending not to pay it back.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**<1%**	**<1%**	**1%**	**3%**	**4%**	**92%**	
	10	9	30	123	139	3584	3895
COLLEGE							
College Overall	**<1%**	**<1%**	**1%**	**6%**	**6%**	**87%**	
	10	9	26	115	116	1786	2062
Public College	**<1%**	**<1%**	**1%**	**6%**	**7%**	**85%**	
	4	4	9	63	67	863	1010
Private College	**1%**	**0%**	**2%**	**5%**	**5%**	**88%**	
	6	5	17	52	49	923	1052
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**0%**	**0%**	**<1%**	**<1%**	**1%**	**98%**	
	0	0	4	8	23	1798	1833

L-17. Charged something to another's credit card without authority.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**<1%**	**<1%**	**<1%**	**<1%**	**2%**	**97%**	
	1	4	5	8	30	1580	1628
COLLEGE							
College Overall	**<1%**	**<1%**	**<1%**	**<1%**	**2%**	**97%**	
	1	4	5	8	30	1580	1628
Public College	**0%**	**<1%**	**<1%**	**<1%**	**2%**	**98%**	
	0	1	1	1	14	769	786
Private College	**0%**	**<1%**	**1%**	**<1%**	**2%**	**97%**	
	0	2	3	2	9	450	466
Private Religious	**<1%**	**<1%**	**<1%**	**1%**	**2%**	**96%**	
	1	1	1	5	7	361	376
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

L-18. Misrepresented a material fact on a financial paid form (leave blank if you have not filled out a form).

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%** 3	**1%** 3	**1%** 6	**4%** 21	**7%** 36	**87%** 459	528
			COLLEGE				
College Overall	**1%** 3	**1%** 3	**1%** 6	**4%** 21	**7%** 36	**87%** 459	528
Public College	**1%** 1	**0%** 0	**2%** 3	**3%** 6	**7%** 13	**88%** 176	199
Private College	**1%** 2	**1%** 3	**1%** 3	**5%** 15	**7%** 23	**86%** 283	329
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			HIGH SCHOOL				
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			NOT-IN-SCHOOL				
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

B-1. Attended religious services.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**38%** 2579	**7%** 456	**11%** 726	**15%** 988	**6%** 432	**23%** 1539	6720
			COLLEGE				
College Overall	**35%** 1125	**8%** 259	**12%** 387	**16%** 515	**7%** 211	**23%** 745	3242
Public College	**34%** 568	**8%** 127	**12%** 210	**17%** 283	**7%** 115	**23%** 389	1692
Private College	**32%** 374	**8%** 91	**11%** 130	**17%** 195	**7%** 85	**25%** 299	1174
Private Religious	**49%** 183	**11%** 41	**13%** 47	**10%** 37	**3%** 11	**15%** 57	376
			HIGH SCHOOL				
High School Overall	**42%** 668	**5%** 74	**11%** 178	**13%** 198	**6%** 96	**23%** 366	1580
Public HS	**30%** 199	**6%** 37	**14%** 89	**15%** 99	**7%** 48	**28%** 183	655
Private HS	**51%** 469	**4%** 37	**10%** 89	**11%** 99	**5%** 48	**20%** 183	925
			NOT-IN-SCHOOL				
Not-in-School Overall	**41%** 786	**6%** 123	**8%** 161	**14%** 275	**7%** 125	**23%** 428	1898

B-2. Been drunk.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**20%**	**6%**	**10%**	**12%**	**9%**	**43%**	
	982	287	472	603	440	2060	4844
			COLLEGE				
College Overall	**23%**	**8%**	**13%**	**14%**	**9%**	**33%**	
	388	128	220	235	145	551	1667
Public College	**24%**	**7%**	**12%**	**14%**	**8%**	**35%**	
	195	61	99	112	67	287	821
Private College	**28%**	**8%**	**15%**	**15%**	**8%**	**26%**	
	130	38	70	73	38	122	471
Private Religious	**17%**	**8%**	**14%**	**13%**	**11%**	**38%**	
	63	29	51	50	40	142	375
			HIGH SCHOOL				
High School Overall	**19%**	**5%**	**8%**	**12%**	**9%**	**47%**	
	594	159	252	368	295	1509	3177
Public HS	**18%**	**5%**	**7%**	**11%**	**9%**	**50%**	
	456	115	186	280	237	1253	2527
Private HS	**21%**	**7%**	**10%**	**14%**	**9%**	**39%**	
	138	44	66	88	58	256	650
			NOT-IN-SCHOOL				
Not-in-School Overall							
	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

B-3. Been rebuked or reprimanded in a way that unduly embarrased or humiliated you.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**2%**	**2%**	**5%**	**22%**	**19%**	**50%**	
	52	57	171	695	600	1569	3144
			COLLEGE				
College Overall	**2%**	**2%**	**6%**	**24%**	**22%**	**44%**	
	30	27	74	324	290	585	1330
Public College	**2%**	**2%**	**6%**	**24%**	**24%**	**42%**	
	17	15	39	167	171	296	705
Private College	**2%**	**2%**	**6%**	**25%**	**19%**	**46%**	
	13	12	35	157	119	289	625
Private Religious							
	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
			HIGH SCHOOL				
High School Overall							
	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public HS							
	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private HS							
	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
			NOT-IN-SCHOOL				
Not-in-School Overall	**1%**	**2%**	**5%**	**20%**	**17%**	**54%**	
	22	30	97	371	310	984	1814

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B-4. Driven a car while under the influence of drugs or alcohol.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**5%**	**2%**	**4%**	**11%**	**8%**	**70%**	
	380	149	333	852	642	5627	7983
COLLEGE							
College Overall	**7%**	**3%**	**6%**	**15%**	**11%**	**58%**	
	222	92	177	437	320	1740	2988
Public College	**11%**	**4%**	**8%**	**16%**	**12%**	**49%**	
	173	62	117	239	178	749	1518
Private College	**4%**	**2%**	**5%**	**15%**	**10%**	**64%**	
	44	26	51	159	111	704	1095
Private Religious	**1%**	**1%**	**2%**	**10%**	**8%**	**77%**	
	5	4	9	39	31	287	375
HIGH SCHOOL							
High School Overall	**4%**	**1%**	**2%**	**4%**	**6%**	**82%**	
	125	40	76	133	195	2603	3172
Public HS	**4%**	**1%**	**2%**	**4%**	**6%**	**82%**	
	107	31	59	100	147	2079	2523
Private HS	**3%**	**1%**	**3%**	**5%**	**7%**	**81%**	
	18	9	17	33	48	524	649
NOT-IN-SCHOOL							
Not-in-School Overall	**2%**	**1%**	**4%**	**15%**	**7%**	**70%**	
	33	17	80	282	127	1284	1823

B-5. Failed to stand up for an important belief when you thought you should have.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%**	**1%**	**8%**	**29%**	**17%**	**44%**	
	35	44	241	941	539	1390	3190
COLLEGE							
College Overall	**1%**	**1%**	**8%**	**30%**	**19%**	**41%**	
	16	20	105	406	263	553	1363
Public College	**1%**	**2%**	**7%**	**31%**	**20%**	**40%**	
	7	12	48	228	147	289	731
Private College	**1%**	**1%**	**9%**	**28%**	**18%**	**42%**	
	9	8	57	178	116	264	632
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**1%**	**1%**	**7%**	**29%**	**15%**	**46%**	
	19	24	136	535	276	837	1827

B-6. Gave at least $2 to a charity.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**16%**	**10%**	**19%**	**21%**	**11%**	**23%**	
	682	416	806	876	456	968	4204
COLLEGE							
College Overall	**19%**	**12%**	**20%**	**21%**	**9%**	**18%**	
	193	121	205	209	91	182	1001
Public College	**16%**	**11%**	**19%**	**21%**	**11%**	**21%**	
	92	62	110	121	63	122	570
Private College	**36%**	**13%**	**20%**	**16%**	**5%**	**11%**	
	20	7	11	9	3	6	56
Private Religious	**22%**	**14%**	**22%**	**21%**	**7%**	**14%**	
	81	52	84	79	25	54	375
HIGH SCHOOL							
High School Overall	**15%**	**9%**	**19%**	**21%**	**11%**	**25%**	
	489	295	601	667	365	786	3203
Public HS	**16%**	**9%**	**19%**	**21%**	**12%**	**24%**	
	406	237	483	527	294	600	2547
Private HS	**13%**	**9%**	**18%**	**21%**	**11%**	**28%**	
	83	58	118	140	71	186	656
NOT-IN-SCHOOL							
Not-in-School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

B-7. Gave at least $25 to a charity.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**47%**	**12%**	**17%**	**12%**	**8%**	**3%**	
	137	35	50	35	22	10	289
COLLEGE							
College Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
NOT-IN-SCHOOL							
Not-in-School Overall	**47%**	**12%**	**17%**	**12%**	**8%**	**3%**	
	137	35	50	35	22	10	289

B-8. Gave at least $5 to a charity.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**11%** 78	**7%** 51	**14%** 102	**19%** 133	**15%** 104	**34%** 236	704

COLLEGE

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
College Overall	**11%** 78	**7%** 51	**14%** 102	**19%** 133	**15%** 104	**34%** 236	704
Public College	**7%** 20	**5%** 14	**16%** 45	**20%** 55	**14%** 38	**37%** 102	274
Private College	**13%** 58	**9%** 37	**13%** 57	**18%** 78	**15%** 66	**31%** 134	430
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

HIGH SCHOOL

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

NOT-IN-SCHOOL

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

B-9. Had sexual intercourse.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**21%** 634	**4%** 122	**5%** 165	**6%** 177	**6%** 175	**59%** 1810	3083

COLLEGE

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
College Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

HIGH SCHOOL

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
High School Overall	**21%** 634	**4%** 122	**5%** 165	**6%** 177	**6%** 175	**59%** 1810	3083
Public HS	**20%** 485	**4%** 93	**5%** 128	**6%** 145	**5%** 133	**60%** 1466	2450
Private HS	**24%** 149	**5%** 29	**6%** 37	**5%** 32	**7%** 42	**54%** 344	633

NOT-IN-SCHOOL

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

B-10. Had sexual intercourse without using a condom or other birth control device.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**10%**	**3%**	**4%**	**6%**	**6%**	**70%**	
	473	135	202	297	285	3194	4586
COLLEGE							
College Overall	**16%**	**5%**	**6%**	**8%**	**7%**	**58%**	
	240	75	97	124	99	866	1501
Public College	**21%**	**6%**	**6%**	**8%**	**5%**	**53%**	
	158	47	49	61	41	405	761
Private College	**12%**	**3%**	**8%**	**10%**	**10%**	**58%**	
	43	10	28	38	39	214	372
Private Religious	**11%**	**5%**	**5%**	**7%**	**5%**	**67%**	
	39	18	20	25	19	247	368
HIGH SCHOOL							
High School Overall	**8%**	**2%**	**3%**	**6%**	**6%**	**75%**	
	233	60	105	173	186	2328	3085
Public HS	**7%**	**2%**	**3%**	**6%**	**6%**	**76%**	
	180	50	80	141	149	1853	2453
Private HS	**8%**	**2%**	**4%**	**5%**	**6%**	**75%**	
	53	10	25	32	37	475	632
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

B-11. Made racial/ethnic slurs.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**8%**	**3%**	**9%**	**21%**	**7%**	**52%**	
	299	113	311	765	237	1875	3600
COLLEGE							
College Overall	**11%**	**4%**	**10%**	**20%**	**8%**	**47%**	
	232	81	199	418	154	962	2046
Public College	**15%**	**4%**	**11%**	**22%**	**7%**	**41%**	
	147	40	107	221	75	416	1006
Private College	**8%**	**4%**	**9%**	**19%**	**8%**	**53%**	
	85	41	92	197	79	546	1040
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**4%**	**2%**	**7%**	**22%**	**5%**	**59%**	
	67	32	112	347	83	913	1554

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B-12. Made racial/ethnic slurs in a serious manner.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**5%** 216	**2%** 94	**5%** 220	**12%** 480	**10%** 419	**65%** 2707	4136
			COLLEGE				
College Overall	**3%** 25	**2%** 23	**5%** 44	**13%** 122	**9%** 87	**69%** 661	962
Public College	**4%** 20	**3%** 17	**4%** 22	**15%** 79	**9%** 47	**65%** 346	531
Private College	**2%** 1	**0%** 0	**4%** 2	**5%** 3	**2%** 1	**88%** 49	56
Private Religious	**1%** 4	**2%** 6	**5%** 20	**11%** 40	**10%** 39	**71%** 266	375
			HIGH SCHOOL				
High School Overall	**6%** 191	**2%** 71	**6%** 176	**11%** 358	**10%** 332	**64%** 2046	3174
Public HS	**6%** 160	**2%** 55	**6%** 149	**12%** 301	**11%** 267	**63%** 1597	2529
Private HS	**5%** 31	**2%** 16	**4%** 27	**9%** 57	**10%** 65	**70%** 449	645
			NOT-IN-SCHOOL				
Not-in-School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

B-13. Pushed or hit a student in anger.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**3%** 105	**1%** 43	**4%** 139	**11%** 356	**12%** 386	**68%** 2169	3198
			COLLEGE				
College Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
			HIGH SCHOOL				
High School Overall	**3%** 105	**1%** 43	**4%** 139	**11%** 356	**12%** 386	**68%** 2169	3198
Public HS	**3%** 78	**1%** 34	**5%** 115	**11%** 276	**11%** 292	**69%** 1749	2544
Private HS	**4%** 27	**1%** 9	**4%** 24	**12%** 80	**14%** 94	**64%** 420	654
			NOT-IN-SCHOOL				
Not-in-School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

B-14. Pushed or hit a teacher in anger.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%** 18	**<1%** 4	**<1%** 11	**1%** 17	**1%** 37	**97%** 3110	3197
COLLEGE							
College Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	**1%** 18	**<1%** 4	**<1%** 11	**1%** 17	**1%** 37	**97%** 3110	3197
Public HS	**1%** 15	**<1%** 4	**<1%** 9	**1%** 16	**1%** 27	**97%** 2471	2542
Private HS	**<1%** 3	**0%** 0	**<1%** 2	**<1%** 1	**2%** 10	**98%** 639	655
NOT-IN-SCHOOL							
Not-in-School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

B-15. Used an unlawful drug.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**8%** 128	**2%** 34	**4%** 61	**8%** 135	**5%** 88	**73%** 1184	1630
COLLEGE							
College Overall	**9%** 122	**2%** 33	**4%** 58	**9%** 128	**6%** 84	**69%** 927	1352
Public College	**12%** 86	**3%** 20	**4%** 30	**11%** 80	**7%** 49	**63%** 458	723
Private College	**6%** 36	**2%** 13	**4%** 28	**8%** 48	**6%** 35	**75%** 469	629
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
NOT-IN-SCHOOL							
Not-in-School Overall	**2%** 6	**<1%** 1	**1%** 3	**3%** 7	**1%** 4	**92%** 257	278

B-16. Voluntarily (not required by school) spent over an hour of time to help a charity or needy person.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**12%** 845	**9%** 594	**16%** 1115	**21%** 1437	**12%** 840	**29%** 1976	6807
COLLEGE							
College Overall	**12%** 394	**9%** 294	**17%** 560	**22%** 731	**13%** 436	**27%** 904	3319
Public College	**9%** 146	**9%** 146	**17%** 285	**23%** 388	**12%** 201	**31%** 521	1687
Private College	**14%** 173	**8%** 99	**16%** 200	**21%** 262	**16%** 205	**25%** 321	1260
Private Religious	**20%** 75	**13%** 49	**20%** 75	**22%** 81	**8%** 30	**17%** 62	372
HIGH SCHOOL							
High School Overall	**11%** 359	**8%** 271	**16%** 503	**20%** 652	**12%** 382	**32%** 1032	3199
Public HS	**11%** 284	**9%** 218	**16%** 418	**20%** 505	**12%** 295	**32%** 827	2547
Private HS	**12%** 75	**8%** 53	**13%** 85	**23%** 147	**13%** 87	**31%** 205	652
NOT-IN-SCHOOL							
Not-in-School Overall	**32%** 92	**10%** 29	**18%** 52	**19%** 54	**8%** 22	**14%** 40	289

B-17. Swore at a teacher to his or her face.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%** 47	**1%** 22	**2%** 58	**3%** 111	**6%** 188	**87%** 2770	3196
COLLEGE							
College Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	**1%** 47	**1%** 22	**2%** 58	**3%** 111	**6%** 188	**87%** 2770	3196
Public HS	**2%** 40	**1%** 17	**2%** 50	**3%** 85	**6%** 151	**87%** 2198	2541
Private HS	**1%** 7	**1%** 5	**1%** 8	**4%** 26	**6%** 37	**87%** 572	655
NOT-IN-SCHOOL							
Not-in-School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

B-18. Smoked crack.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**<1%**	**<1%**	**<1%**	**<1%**	**1%**	**98%**	
	22	6	11	13	27	4731	4810
COLLEGE							
College Overall	**<1%**	**<1%**	**<1%**	**<1%**	**1%**	**98%**	
	5	3	6	2	10	1603	1629
Public College	**<1%**	**<1%**	**<1%**	**0%**	**1%**	**98%**	
	2	1	2	0	6	773	784
Private College	**1%**	**<1%**	**1%**	**<1%**	**<1%**	**98%**	
	3	1	4	1	2	459	470
Private Religious	**0%**	**<1%**	**0%**	**<1%**	**1%**	**99%**	
	0	1	0	1	2	371	375
HIGH SCHOOL							
High School Overall	**1%**	**<1%**	**<1%**	**<1%**	**1%**	**98%**	
	17	3	5	11	17	3128	3181
Public HS	**1%**	**<1%**	**<1%**	**<1%**	**1%**	**98%**	
	16	3	2	9	14	2486	2530
Private HS	**<1%**	**0%**	**<1%**	**<1%**	**<1%**	**99%**	
	1	0	3	2	3	642	651
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

B-19. Snorted coke.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%**	**<1**	**1%**	**1%**	**1%**	**95%**	
	55	10	33	47	72	4595	4812
COLLEGE							
College Overall	**1%**	**<1**	**1%**	**1%**	**2%**	**95%**	
	16	4	14	24	27	1545	1630
Public College	**1%**	**<1**	**1%**	**2%**	**2%**	**93%**	
	11	2	10	13	16	734	786
Private College	**1%**	**<1**	**1%**	**1%**	**1%**	**96%**	
	3	2	4	5	5	450	469
Private Religious	**1%**	**0%**	**0%**	**2%**	**2%**	**96%**	
	2	0	0	6	6	361	375
HIGH SCHOOL							
High School Overall	**1%**	**<1**	**1%**	**1%**	**1%**	**96%**	
	39	6	19	23	45	3050	3182
Public HS	**1%**	**<1**	**1%**	**1%**	**1%**	**96%**	
	34	5	15	18	33	2426	2531
Private HS	**1%**	**<1**	**1%**	**1%**	**2%**	**96%**	
	5	1	4	5	12	624	651
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

B-20. Smoked marijuana.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**8%** 377	**2%** 89	**3%** 156	**5%** 244	**5%** 253	**77%** 3705	4824
COLLEGE							
College Overall	**7%** 116	**2%** 26	**3%** 50	**6%** 93	**6%** 95	**77%** 1264	1644
Public College	**10%** 77	**2%** 16	**3%** 25	**5%** 40	**6%** 46	**74%** 594	798
Private College	**7%** 32	**2%** 8	**4%** 18	**7%** 34	**6%** 29	**74%** 350	471
Private Religious	**2%** 7	**1%** 2	**2%** 7	**5%** 19	**5%** 20	**85%** 320	375
HIGH SCHOOL							
High School Overall	**8%** 261	**2%** 63	**3%** 106	**5%** 151	**5%** 158	**77%** 2441	3180
Public HS	**8%** 198	**2%** 41	**3%** 84	**4%** 109	**4%** 109	**79%** 1989	2530
Private HS	**10%** 63	**3%** 22	**3%** 22	**6%** 42	**8%** 49	**70%** 452	650
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

C-17. Cheated during an exam or quiz.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**6%** 303	**4%** 214	**9%** 445	**17%** 837	**14%** 677	**49%** 2380	4856
COLLEGE							
College Overall	**2%** 25	**2%** 34	**5%** 83	**12%** 204	**11%** 183	**68%** 1130	1659
Public College	**1%** 11	**3%** 21	**6%** 48	**12%** 99	**13%** 103	**65%** 530	812
Private College	**3%** 12	**3%** 12	**6%** 28	**14%** 65	**7%** 34	**68%** 321	472
Private Religious	**1%** 2	**<1%** 1	**2%** 7	**11%** 40	**12%** 46	**74%** 279	375
HIGH SCHOOL							
High School Overall	**9%** 278	**6%** 180	**11%** 362	**20%** 633	**15%** 494	**39%** 1250	3197
Public HS	**10%** 247	**6%** 158	**12%** 317	**21%** 523	**16%** 405	**35%** 894	2544
Private HS	**5%** 31	**3%** 22	**7%** 45	**17%** 110	**14%** 89	**55%** 356	653
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

C-18. Let someone cheat off you during exam.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**7%** 330	**5%** 255	**11%** 517	**18%** 878	**12%** 593	**47%** 2282	4855
			COLLEGE				
College Overall	**2%** 34	**2%** 36	**5%** 90	**13%** 222	**10%** 173	**67%** 1102	1657
Public College	**2%** 15	**2%** 20	**5%** 41	**14%** 116	**12%** 98	**64%** 521	811
Private College	**4%** 17	**2%** 11	**7%** 34	**15%** 71	**9%** 40	**63%** 297	470
Private Religious	**1%** 2	**<1%** 5	**4%** 15	**9%** 35	**9%** 35	**76%** 284	376
			HIGH SCHOOL				
High School Overall	**9%** 296	**7%** 219	**13%** 427	**21%** 656	**13%** 420	**37%** 1180	3198
Public HS	**10%** 264	**8%** 191	**15%** 371	**21%** 530	**14%** 348	**33%** 840	2544
Private HS	**5%** 32	**4%** 28	**9%** 56	**19%** 126	**11%** 72	**52%** 340	654
			NOT-IN-SCHOOL				
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

C-19. Turned in someone else's work as your own.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**2%** 113	**1%** 61	**3%** 159	**7%** 320	**8%** 395	**78%** 3797	4845
			COLLEGE				
College Overall	**<1%** 5	**1%** 12	**2%** 25	**5%** 76	**7%** 115	**86%** 1411	1644
Public College	**<1%** 1	**<1%** 2	**1%** 10	**5%** 40	**8%** 61	**86%** 685	799
Private College	**<1%** 2	**2%** 8	**2%** 10	**5%** 24	**6%** 29	**84%** 397	470
Private Religious	**1%** 2	**<1%** 2	**1%** 5	**3%** 12	**7%** 25	**88%** 329	375
			HIGH SCHOOL				
High School Overall	**3%** 108	**2%** 49	**4%** 134	**8%** 244	**9%** 280	**75%** 2386	3201
Public HS	**4%** 96	**2%** 40	**5%** 121	**8%** 203	**9%** 231	**73%** 1856	2547
Private HS	**2%** 12	**1%** 9	**2%** 13	**6%** 41	**7%** 49	**81%** 530	654
			NOT-IN-SCHOOL				
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

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C-20. Plagiarized another's work for a paper.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%**	**<1%**	**1%**	**4%**	**8%**	**86%**	
	9	7	20	68	129	1396	1629
COLLEGE							
College Overall	**1%**	**<1%**	**1%**	**4%**	**8%**	**86%**	
	9	7	20	68	129	1396	1629
Public College	**<1%**	**1%**	**1%**	**3%**	**10%**	**85%**	
	3	4	6	27	76	683	799
Private College	**1%**	**<1%**	**2%**	**4%**	**5%**	**87%**	
	4	2	10	20	23	396	455
Private Religious	**1%**	**<1%**	**1%**	**6%**	**8%**	**85%**	
	2	1	4	21	30	317	375
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

C-21. Plagiarized or took credit for anothers work or ideas without attribution.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**<1%**	**<1%**	**1%**	**4%**	**5%**	**89%**	
	9	6	23	144	162	2863	3207
COLLEGE							
College Overall	**1%**	**<1%**	**1%**	**6%**	**8%**	**85%**	
	7	4	13	78	104	1173	1379
Public College	**1%**	**1%**	**1%**	**8%**	**9%**	**81%**	
	5	4	8	58	64	609	748
Private College	**<1%**	**0%**	**1%**	**3%**	**6%**	**89%**	
	2	0	5	20	40	564	631
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**<1%**	**<1%**	**1%**	**4%**	**3%**	**92%**	
	2	2	10	66	58	1690	1828

C-22. Had your work or ideas appropriated by another without credit or attribution.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**1%** 46	**3%** 78	**8%** 243	**21%** 632	**12%** 357	**56%** 1715	3071
COLLEGE							
College Overall	**1%** 14	**2%** 24	**5%** 71	**15%** 204	**13%** 168	**64%** 838	1319
Public College	**1%** 6	**1%** 10	**4%** 27	**14%** 101	**15%** 102	**65%** 456	702
Private College	**1%** 8	**2%** 14	**7%** 44	**17%** 103	**11%** 66	**62%** 382	617
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**2%** 32	**3%** 54	**10%** 172	**24%** 428	**11%** 189	**50%** 877	1752

C-23. Lied about your child's age to save money (leave blank if inapplicable).

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**2%** 5	**1%** 2	**1%** 2	**5%** 12	**6%** 15	**86%** 227	263
COLLEGE							
College Overall	**2%** 5	**1%** 2	**1%** 2	**5%** 12	**6%** 15	**86%** 227	263
Public College	**3%** 4	**1%** 1	**1%** 2	**3%** 5	**3%** 5	**89%** 131	148
Private College	**1%** 1	**1%** 1	**0%** 0	**6%** 7	**9%** 10	**83%** 96	115
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

C-24. Purchased services from a company that sells research or term papers.

	Often > 10	Frequently 6 - 9 times	Occasionally 4 - 5 times	Rarely 2 -3 times	Only Once	None	TOTAL
OVERALL	**0%** 0	**<1%** 2	**<1%** 2	**1%** 11	**1%** 13	**98%** 1601	1629
				COLLEGE			
College Overall	**0%** 0	**<1%** 2	**<1%** 2	**1%** 11	**1%** 13	**98%** 1601	1629
Public College	**0%** 0	**<1%** 1	**0%** 0	**<1%** 3	**1%** 6	**99%** 776	786
Private College	**0%** 0	**<1%** 1	**<1%** 2	**1%** 4	**1%** 5	**97%** 457	469
Private Religious	**0%** 0	**0%** 0	**0%** 0	**1%** 4	**1%** 2	**98%** 368	374
				HIGH SCHOOL			
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
				NOT-IN-SCHOOL			
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

PART IV. As to the following statements indicate whether you:

4 = Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

L-19. It is not unethical to do whatever you need to do to succeed if you don't seriously hurt other people.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**4%**	**15%**	**48%**	**33%**		**19%**	**81%**
	251	984	3235	2201	6671	1235	5436
COLLEGE							
College Overall	**3%**	**16%**	**48%**	**32%**		**20%**	**80%**
	110	534	1598	1053	3295	644	2651
Public College	**3%**	**18%**	**49%**	**30%**		**21%**	**79%**
	56	303	847	523	1729	359	1370
Private College	**4%**	**16%**	**53%**	**27%**		**20%**	**80%**
	48	195	630	327	1200	243	957
Private Religious	**2%**	**10%**	**33%**	**55%**		**11%**	**89%**
	6	36	121	203	366	42	324
HIGH SCHOOL							
High School Overall	**7%**	**25%**	**41%**	**27%**		**32%**	**68%**
	94	349	577	373	1393	443	950
Public HS	**7%**	**27%**	**42%**	**23%**		**34%**	**66%**
	69	261	411	227	968	330	638
Private HS	**6%**	**21%**	**39%**	**34%**		**27%**	**73%**
	25	88	166	146	425	113	312
NOT-IN- SCHOOL							
Not-in-School Overall	**2%**	**5%**	**53%**	**39%**		**7%**	**93%**
	47	101	1060	775	1983	148	1835

L-20. Most people will cheat or lie when it is necessary to get what they want if they think they won't get caught.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**16%**	**48%**	**34%**	**2%**		**64%**	**36%**
	675	2054	1469	94	4292	2729	1563
COLLEGE							
College Overall	**22%**	**51%**	**24%**	**2%**		**74%**	**26%**
	523	1197	560	49	2329	1720	609
Public College	**23%**	**53%**	**22%**	**2%**		**76%**	**24%**
	275	620	262	20	1177	895	282
Private College	**22%**	**50%**	**26%**	**3%**		**72%**	**28%**
	248	577	298	29	1152	825	327
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**8%**	**44%**	**46%**	**2%**		**51%**	**49%**
	152	857	909	45	1963	1009	954

L-21. If it is necessary to get a job I want, and I am sure I would not get caught, I would lie.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**3%**	**24%**	**43%**	**30%**		**27%**	**73%**
	19	173	310	219	721	192	529
COLLEGE							
College Overall	**3%**	**24%**	**43%**	**30%**		**27%**	**73%**
	19	173	310	219	721	192	529
Public College	**4%**	**28%**	**43%**	**26%**		**32%**	**68%**
	10	79	119	72	280	89	191
Private College	**2%**	**21%**	**43%**	**33%**		**23%**	**77%**
	9	94	191	147	441	103	338
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

L-22. The essence of honesty is trustworthiness; it is dishonest to intentionally misrepresent a fact (lie) or to deliberately cause another person to believe something that is not true (deceive or mislead).

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**40%** 1253	**51%** 1624	**7%** 208	**2%** 69	3154	**91%** 2877	**9%** 277
COLLEGE							
College Overall	**36%** 551	**54%** 831	**8%** 119	**2%** 38	1539	**90%** 1382	**10%** 157
Public College	**34%** 291	**55%** 471	**8%** 69	**3%** 22	853	**89%** 762	**11%** 91
Private College	**38%** 260	**52%** 360	**7%** 50	**2%** 16	686	**90%** 620	**10%** 66
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**43%** 702	**49%** 793	**6%** 89	**2%** 31	1615	**93%** 1495	**7%** 120

L-23. The essence of honesty is trustworthiness; it is dishonest to deliberately deceive another by lying, half-truth, trick or any other means.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**33%** 454	**42%** 576	**16%** 218	**9%** 124	1372	**75%** 1030	**25%** 342
COLLEGE							
College Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	**33%** 454	**42%** 576	**16%** 218	**9%** 124	1372	**75%** 1030	**25%** 342
Public HS	**34%** 323	**40%** 388	**17%** 165	**9%** 85	961	**74%** 711	**26%** 250
Private HS	**32%** 131	**46%** 188	**13%** 53	**9%** 39	411	**78%** 319	**22%** 92
NOT-IN- SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

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L-24. If necessary to get a job/promotion/bonus etc. I want, and I am sure I would not get caught, I may lie.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**2%** 82	**17%** 607	**45%** 1602	**35%** 1249	3540	**19%** 689	**81%** 2851
			COLLEGE				
College Overall	**4%** 60	**26%** 403	**44%** 693	**27%** 418	1574	**29%** 463	**71%** 1111
Public College	**3%** 28	**28%** 243	**44%** 390	**25%** 218	879	**31%** 271	**69%** 608
Private College	**5%** 32	**23%** 160	**44%** 303	**29%** 200	695	**28%** 192	**72%** 503
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			HIGH SCHOOL				
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			NOT-IN- SCHOOL				
Not-in-School Overall	**1%** 22	**10%** 204	**46%** 909	**42%** 831	1966	**11%** 226	**89%** 1740

L-25. My children would not cheat at school or lie to get a job (leave blank if you have no children).

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**22%** 332	**52%** 803	**25%** 379	**2%** 25	1539	**74%** 1135	**26%** 404
			COLLEGE				
College Overall	**23%** 39	**50%** 84	**24%** 41	**2%** 4	168	**73%** 123	**27%** 45
Public College	**27%** 26	**48%** 46	**24%** 23	**1%** 1	96	**75%** 72	**25%** 24
Private College	**18%** 13	**53%** 38	**25%** 18	**4%** 3	72	**71%** 51	**29%** 21
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			HIGH SCHOOL				
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			NOT-IN- SCHOOL				
Not-in-School Overall	**21%** 293	**52%** 719	**25%** 338	**2%** 21	1371	**74%** 1012	**26%** 359

L-26. If it is necessary to get a very important job, and I am sure they would not get caught, I would advise my children to lie.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**2%** 70	**5%** 183	**36%** 1226	**56%** 1908	3387	**7%** 253	**93%** 3134
COLLEGE							
College Overall	**3%** 47	**9%** 136	**40%** 606	**48%** 717	1506	**12%** 183	**88%** 1323
Public College	**3%** 25	**8%** 71	**42%** 352	**47%** 398	846	**11%** 96	**89%** 750
Private College	**3%** 22	**10%** 65	**38%** 254	**48%** 319	660	**13%** 87	**87%** 573
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**1%** 23	**2%** 47	**33%** 620	**63%** 1191	1881	**4%** 70	**96%** 1811

L-27. If it is necessary to keep my job, and I am sure I would not get caught, I would falsify a report.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**2%** 20	**15%** 151	**40%** 405	**43%** 433	1009	**17%** 171	**83%** 838
COLLEGE							
College Overall	**2%** 16	**19%** 133	**43%** 306	**36%** 261	716	**21%** 149	**79%** 567
Public College	**3%** 9	**21%** 59	**43%** 119	**33%** 91	278	**24%** 68	**76%** 210
Private College	**2%** 7	**17%** 74	**43%** 187	**39%** 170	438	**18%** 81	**82%** 357
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**1%** 4	**6%** 18	**34%** 99	**59%** 172	293	**8%** 22	**92%** 271

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L-28. If a teacher sees a student cheating on an exam, the teacher should take firm action to assure that the cheater suffers a serious negative consequence.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**29%**	**48%**	**19%**	**4%**		**77%**	**23%**
	539	897	359	68	1863	1436	427
COLLEGE							
College Overall	**28%**	**48%**	**20%**	**4%**		**76%**	**24%**
	437	761	320	56	1574	1198	376
Public College	**26%**	**49%**	**21%**	**4%**		**75%**	**25%**
	226	430	188	31	875	656	219
Private College	**30%**	**47%**	**19%**	**4%**		**78%**	**22%**
	211	331	132	25	699	542	157
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**35%**	**47%**	**13%**	**4%**		**82%**	**18%**
	102	136	39	12	289	238	51

L-29. Although concealing or exaggerating an internal report regarding productivity is definitely wrong, it is sometimes necessary.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**3%**	**23%**	**51%**	**23%**		**26%**	**74%**
	43	348	771	354	1516	391	1125
COLLEGE							
College Overall	**3%**	**23%**	**51%**	**23%**		**26%**	**74%**
	43	348	771	354	1516	391	1125
Public College	**3%**	**25%**	**51%**	**22%**		**27%**	**73%**
	23	207	428	186	844	230	614
Private College	**3%**	**21%**	**51%**	**25%**		**24%**	**76%**
	20	141	343	168	672	161	511
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

L-30. My generation is more apt to lie or cheat than my parents generation.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**26%** 190	**42%** 303	**28%** 199	**4%** 27	719	**69%** 493	**31%** 226
			COLLEGE				
College Overall	**26%** 190	**42%** 303	**28%** 199	**4%** 27	719	**69%** 493	**31%** 226
Public College	**28%** 79	**42%** 118	**26%** 73	**3%** 8	278	**71%** 197	**29%** 81
Private College	**25%** 111	**42%** 185	**29%** 126	**4%** 19	441	**67%** 296	**33%** 145
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			HIGH SCHOOL				
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			NOT-IN- SCHOOL				
Not-In-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

L-31. Today's younger generation is more apt to lie or cheat than my generation.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**12%** 33	**30%** 86	**54%** 155	**4%** 11	285	**42%** 119	**58%** 166
			COLLEGE				
College Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			HIGH SCHOOL				
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			NOT-IN- SCHOOL				
Not-In-School Overall	**12%** 33	**30%** 86	**54%** 155	**4%** 11	285	**42%** 119	**58%** 166

L-32. Today's younger generation is more apt to lie and cheat than previous generations.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**13%** 434	**38%** 1224	**45%** 1447	**4%** 146	3251	**51%** 1658	**49%** 1593
COLLEGE							
College Overall	**18%** 285	**39%** 625	**38%** 602	**5%** 72	1584	**57%** 910	**43%** 674
Public College	**21%** 183	**40%** 353	**36%** 321	**3%** 26	883	**61%** 536	**39%** 347
Private College	**15%** 102	**39%** 272	**40%** 281	**7%** 46	701	**53%** 374	**47%** 327
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**9%** 149	**36%** 599	**51%** 845	**4%** 74	1667	**45%** 748	**55%** 919

L-33. Today's younger generation faces much tougher competition than my generation.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**19%** 56	**44%** 127	**34%** 98	**3%** 9	290	**63%** 183	**37%** 107
COLLEGE							
College Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private College	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**19%** 56	**44%** 127	**34%** 98	**3%** 9	290	**63%** 183	**37%** 107

L-34. Today's younger generation faces much tougher competition than previous generations.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**39%** 1290	**45%** 1482	**14%** 443	**2%** 59	3274	**85%** 2772	**15%** 502
COLLEGE							
College Overall	**48%** 766	**42%** 660	**9%** 145	**1%** 15	1586	**90%** 1426	**10%** 160
Public College	**51%** 452	**40%** 355	**8%** 74	**1%** 5	886	**91%** 807	**9%** 79
Private College	**45%** 314	**44%** 305	**10%** 71	**1%** 10	700	**88%** 619	**12%** 81
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
NOT-IN- SCHOOL							
Not-in-School Overall	**31%** 524	**49%** 822	**18%** 298	**3%** 44	1688	**80%** 1346	**20%** 342

L-35. Today's younger generation is more selfish than my generation.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**11%** 33	**42%** 121	**44%** 127	**3%** 8	289	**53%** 154	**47%** 135
COLLEGE							
College Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private College	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private Religious	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
HIGH SCHOOL							
High School Overall	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Public HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Private HS	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
NOT-IN- SCHOOL							
Not-in-School Overall	**11%** 33	**42%** 121	**44%** 127	**3%** 8	289	**53%** 154	**47%** 135

L-36. Today's younger generation is more selfish than previous generations.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**18%** 599	**44%** 1426	**35%** 1136	**3%** 103	3264	**62%** 2025	**38%** 1239
COLLEGE							
College Overall	**22%** 350	**44%** 699	**31%** 486	**3%** 51	1586	**66%** 1049	**34%** 537
Public College	**25%** 221	**45%** 402	**28%** 247	**2%** 15	885	**70%** 623	**30%** 262
Private College	**18%** 129	**42%** 297	**34%** 239	**5%** 36	701	**61%** 426	**39%** 275
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**15%** 249	**43%** 727	**39%** 650	**3%** 52	1678	**58%** 976	**42%** 702

L-37. Today's younger generation (under 30) is more materialistic than my generation.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**24%** 843	**49%** 1747	**24%** 859	**3%** 91	3540	**73%** 2590	**27%** 950
COLLEGE							
College Overall	**30%** 479	**50%** 785	**17%** 272	**2%** 37	1573	**80%** 1264	**20%** 309
Public College	**34%** 302	**50%** 440	**15%** 129	**1%** 7	878	**85%** 742	**15%** 136
Private College	**25%** 177	**50%** 345	**21%** 143	**4%** 30	695	**75%** 522	**25%** 173
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN- SCHOOL							
Not-in-School Overall	**19%** 364	**49%** 962	**30%** 587	**3%** 54	1967	**67%** 1326	**33%** 641

C-1. Students who don't cheat are at a real disadvantage is some classes.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**7%** 368	**18%** 903	**34%** 1752	**41%** 2092	5115	**25%** 1271	**75%** 3844
COLLEGE							
College Overall	**7%** 123	**17%** 297	**31%** 534	**45%** 791	1745	**24%** 420	**76%** 1325
Public College	**8%** 67	**18%** 156	**33%** 292	**41%** 363	878	**25%** 223	**75%** 655
Private College	**7%** 37	**23%** 113	**34%** 168	**36%** 179	497	**30%** 150	**70%** 347
Private Religious	**5%** 19	**8%** 28	**20%** 74	**67%** 249	370	**13%** 47	**87%** 323
HIGH SCHOOL							
High School Overall	**8%** 238	**18%** 547	**36%** 1096	**39%** 1199	3080	**25%** 785	**75%** 2295
Public HS	**8%** 203	**19%** 463	**36%** 887	**37%** 905	2458	**27%** 666	**73%** 1792
Private HS	**6%** 35	**14%** 84	**34%** 209	**47%** 294	622	**19%** 119	**81%** 503
NOT-IN-SCHOOL							
Not-in-School Overall	**2%** 7	**20%** 59	**42%** 122	**35%** 102	290	**23%** 66	**77%** 224

C-2. Most teachers at my school don't really care whether students cheat.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**3%** 104	**8%** 346	**50%** 2036	**39%** 1616	4102	**11%** 450	**89%** 3652
COLLEGE							
College Overall	**2%** 21	**3%** 32	**38%** 378	**57%** 566	997	**5%** 53	**95%** 944
Public College	**2%** 12	**5%** 26	**46%** 260	**48%** 272	570	**7%** 38	**93%** 532
Private College	**2%** 1	**2%** 1	**20%** 11	**77%** 43	56	**4%** 2	**96%** 54
Private Religious	**2%** 8	**1%** 5	**29%** 107	**68%** 251	371	**4%** 13	**96%** 358
HIGH SCHOOL							
High School Overall	**3%** 83	**10%** 314	**53%** 1658	**34%** 1050	3105	**13%** 397	**87%** 2708
Public HS	**3%** 64	**12%** 287	**57%** 1419	**28%** 704	2474	**14%** 351	**86%** 2123
Private HS	**3%** 19	**4%** 27	**38%** 239	**55%** 346	631	**7%** 46	**93%** 585
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

C-3. Most teachers who see a student cheating will do nothing or will simply only warn the student.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**4%** 147	**22%** 903	**41%** 1661	**34%** 1376	4087	**26%** 1050	**74%** 3037
COLLEGE							
College Overall	**2%** 18	**13%** 127	**39%** 383	**47%** 461	989	**15%** 145	**85%** 844
Public College	**1%** 6	**16%** 91	**44%** 246	**39%** 222	565	**17%** 97	**83%** 468
Private College	**0%** 0	**7%** 4	**22%** 12	**71%** 39	55	**7%** 4	**93%** 51
Private Religious	**3%** 12	**9%** 32	**34%** 125	**54%** 200	369	**12%** 44	**88%** 325
HIGH SCHOOL							
High School Overall	**4%** 129	**25%** 776	**41%** 1278	**30%** 915	3098	**29%** 905	**71%** 2193
Public HS	**5%** 113	**28%** 686	**42%** 1031	**26%** 638	2468	**32%** 799	**68%** 1669
Private HS	**3%** 16	**14%** 90	**39%** 247	**44%** 277	630	**17%** 106	**83%** 524
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

C-4. When I was a high school senior, I cheated on an exam at least once.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**10%** 326	**29%** 955	**20%** 662	**40%** 1307	3250	**39%** 1281	**61%** 1969
COLLEGE							
College Overall	**16%** 256	**39%** 611	**15%** 242	**30%** 477	1586	**55%** 867	**45%** 719
Public College	**19%** 165	**41%** 360	**16%** 143	**24%** 216	884	**59%** 525	**41%** 359
Private College	**13%** 91	**36%** 251	**14%** 99	**37%** 261	702	**49%** 342	**51%** 360
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**4%** 70	**21%** 344	**25%** 420	**50%** 830	1664	**25%** 414	**75%** 1250

C-5. If it is necessary to get a degree or job I want, and I am sure I would not get caught, I would cheat on the GRE, LSAT or similar exam.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**2%** 17	**12%** 86	**37%** 269	**48%** 348	720	**14%** 103	**86%** 617
COLLEGE							
College Overall	**2%** 17	**12%** 86	**37%** 269	**48%** 348	720	**14%** 103	**86%** 617
Public College	**3%** 8	**17%** 47	**39%** 110	**41%** 114	279	**20%** 55	**80%** 224
Private College	**2%** 9	**9%** 39	**36%** 158	**53%** 234	440	**11%** 48	**89%** 392
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

C-6. When I was in college, I cheated on an exam at least once (leave blank if inapplicable).

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**6%** 179	**24%** 717	**23%** 702	**47%** 1440	3038	**29%** 896	**71%** 2142
COLLEGE							
College Overall	**8%** 120	**25%** 378	**22%** 326	**45%** 668	1492	**33%** 498	**67%** 994
Public College	**11%** 92	**31%** 262	**23%** 192	**36%** 305	851	**42%** 354	**58%** 497
Private College	**4%** 28	**18%** 116	**21%** 134	**57%** 363	641	**22%** 144	**78%** 497
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**4%** 59	**22%** 339	**24%** 376	**50%** 772	1546	**26%** 398	**74%** 1148

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C-7. It is not always wrong to cheat on an exam.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**3%**	**14%**	**38%**	**44%**		**17%**	**83%**
	174	715	1934	2258	5081	889	4192
COLLEGE							
College Overall	**3%**	**9%**	**35%**	**53%**		**12%**	**88%**
	53	148	597	913	1711	201	1510
Public College	**3%**	**11%**	**36%**	**50%**		**14%**	**86%**
	28	90	306	420	844	118	726
Private College	**3%**	**9%**	**38%**	**50%**		**12%**	**88%**
	15	43	189	249	496	58	438
Private Religious	**3%**	**4%**	**27%**	**66%**		**7%**	**93%**
	10	15	102	244	371	25	346
HIGH SCHOOL							
High School Overall	**4%**	**18%**	**40%**	**38%**		**22%**	**78%**
	116	559	1246	1156	3077	675	2402
Public HS	**4%**	**20%**	**42%**	**34%**		**23%**	**77%**
	94	481	1035	845	2455	575	1880
Private HS	**4%**	**13%**	**34%**	**50%**		**16%**	**84%**
	22	78	211	311	622	100	522
NOT-IN-SCHOOL							
Not-in-School Overall	**2%**	**3%**	**31%**	**65%**		**4%**	**96%**
	5	8	91	189	293	13	280

C-8. If competitive pressures in my job or in college are intense and the consequences are important, I will probably cheat if I have to.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**4%**	**28%**	**40%**	**27%**		**32%**	**68%**
	211	1315	1905	1285	4716	1526	3190
COLLEGE							
College Overall	**3%**	**21%**	**40%**	**37%**		**23%**	**77%**
	50	349	676	625	1700	399	1301
Public College	**4%**	**24%**	**39%**	**34%**		**27%**	**73%**
	31	197	324	282	834	228	606
Private College	**3%**	**18%**	**44%**	**35%**		**21%**	**79%**
	13	92	220	174	499	105	394
Private Religious	**2%**	**16%**	**36%**	**46%**		**18%**	**82%**
	6	60	132	169	367	66	301
HIGH SCHOOL							
High School Overall	**5%**	**32%**	**41%**	**22%**		**37%**	**63%**
	161	966	1229	660	3016	1127	1889
Public HS	**6%**	**33%**	**40%**	**21%**		**39%**	**61%**
	133	802	973	499	2407	935	1472
Private HS	**5%**	**27%**	**42%**	**26%**		**32%**	**68%**
	28	164	256	161	609	192	417
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*		*Not Available*	*Not Available*

C-9. When competitive pressures in my job or at school were intense and the consequences important, I have sometimes lied or cheated.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**3%**	**34%**	**38%**	**25%**		**37%**	**63%**
	96	960	1079	708	2843	1056	1787
COLLEGE							
College Overall	**5%**	**45%**	**33%**	**17%**		**50%**	**50%**
	42	395	291	149	877	437	440
Public College	**5%**	**45%**	**33%**	**17%**		**50%**	**50%**
	42	395	291	149	877	437	440
Private College	**6%**	**38%**	**35%**	**22%**		**44%**	**56%**
	40	264	243	151	698	304	394
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**3%**	**29%**	**40%**	**28%**		**31%**	**69%**
	54	565	788	559	1966	619	1347

C-10. Cheating on exam is definitely wrong, but it is sometimes necessary.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**6%**	**32%**	**32%**	**30%**		**38%**	**62%**
	246	1443	1407	1349	4445	1689	2756
COLLEGE							
College Overall	**3%**	**21%**	**33%**	**43%**		**24%**	**76%**
	36	225	361	460	1082	261	821
Public College	**5%**	**30%**	**35%**	**30%**		**35%**	**65%**
	15	82	98	82	277	97	180
Private College	**4%**	**20%**	**35%**	**41%**		**24%**	**76%**
	16	89	154	177	436	105	331
Private Religious	**1%**	**15%**	**30%**	**54%**		**16%**	**84%**
	5	54	109	201	369	59	310
HIGH SCHOOL							
High School Overall	**7%**	**40%**	**31%**	**23%**		**46%**	**54%**
	205	1212	948	703	3068	1417	1651
Public HS	**7%**	**43%**	**30%**	**20%**		**50%**	**50%**
	176	1059	731	483	2449	1235	1214
Private HS	**5%**	**25%**	**35%**	**36%**		**29%**	**71%**
	29	153	217	220	619	182	437
NOT-IN-SCHOOL							
Not-in-School Overall	**2%**	**2%**	**33%**	**63%**		**4%**	**96%**
	5	6	98	186	295	11	284

C-11. In today's society, one has to lie or cheat at least occasionally in order to succeed.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**5%**	**19%**	**42%**	**34%**		**25%**	**75%**
	231	850	1817	1470	4368	1081	3287
COLLEGE							
College Overall	**7%**	**25%**	**44%**	**24%**		**32%**	**68%**
	161	592	1021	573	2347	753	1594
Public College	**7%**	**28%**	**42%**	**22%**		**35%**	**65%**
	81	335	498	263	1177	416	761
Private College	**7%**	**22%**	**45%**	**26%**		**29%**	**71%**
	80	257	523	310	1170	337	833
Private Religious							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS							
	Not Available	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**3%**	**13%**	**39%**	**44%**		**16%**	**84%**
	70	258	796	897	2021	328	1693

C-12. My ethics and behavior are consistent with how I was raised, my parents would be satisfied with my ethics.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**7%**	**18%**	**34%**	**41%**		**25%**	**75%**
	368	903	1752	2092	5115	1271	3844
COLLEGE							
College Overall	**7%**	**17%**	**31%**	**45%**		**24%**	**76%**
	123	297	534	791	1745	420	1325
Public College	**8%**	**18%**	**33%**	**41%**		**25%**	**75%**
	67	156	292	363	878	223	655
Private College	**7%**	**23%**	**34%**	**36%**		**30%**	**70%**
	37	113	168	179	497	150	347
Private Religious	**5%**	**8%**	**20%**	**67%**		**13%**	**87%**
	19	28	74	249	370	47	323
HIGH SCHOOL							
High School Overall	**8%**	**18%**	**36%**	**39%**		**25%**	**75%**
	238	547	1096	1199	3080	785	2295
Public HS	**8%**	**19%**	**36%**	**37%**		**27%**	**73%**
	203	463	887	905	2458	666	1792
Private HS	**6%**	**14%**	**34%**	**47%**		**19%**	**81%**
	35	84	209	294	622	119	503
NOT-IN-SCHOOL							
Not-in-School Overall	**2%**	**20%**	**42%**	**35%**		**23%**	**77%**
	7	59	122	102	290	66	224

V-28. Every citizen has a civic duty to vote.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**35%**	**48%**	**14%**	**3%**		**83%**	**17%**
	1041	1413	416	84	2954	2454	500
COLLEGE							
College Overall	**34%**	**48%**	**15%**	**3%**		**82%**	**18%**
	909	1278	390	79	2656	2187	469
Public College	**32%**	**48%**	**17%**	**3%**		**80%**	**20%**
	379	570	199	36	1184	949	235
Private College	**34%**	**49%**	**14%**	**3%**		**83%**	**17%**
	398	573	165	38	1174	971	203
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**44%**	**45%**	**9%**	**2%**		**90%**	**10%**
	132	135	26	5	298	267	31

V-29. Given the state of politics today, there is no given obligation to vote.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**4%**	**17%**	**38%**	**41%**		**21%**	**79%**
	97	454	993	1087	2631	551	2080
COLLEGE							
College Overall	**4%**	**19%**	**40%**	**38%**		**22%**	**78%**
	90	433	923	889	2335	523	1812
Public College	**4%**	**20%**	**40%**	**37%**		**24%**	**76%**
	46	231	467	431	1175	277	898
Private College	**4%**	**17%**	**39%**	**39%**		**21%**	**79%**
	44	202	456	458	1160	246	914
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	**2%**	**7%**	**24%**	**67%**		**9%**	**91%**
	7	21	70	198	296	28	268

V-30. There is no ethical obligation to give to charity.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	Combined Agree	Combined Disagree
OVERALL	**6%**	**36%**	**45%**	**14%**		**42%**	**58%**
	89	553	690	211	1543	642	901
COLLEGE							
College Overall	**6%**	**36%**	**45%**	**14%**		**42%**	**58%**
	89	553	690	211	1543	642	901
Public College	**6%**	**38%**	**45%**	**12%**		**44%**	**56%**
	50	325	382	100	857	375	482
Private College	**6%**	**33%**	**45%**	**16%**		**39%**	**61%**
	39	228	308	111	686	267	419
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
HIGH SCHOOL							
High School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Public HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
Private HS	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
NOT-IN-SCHOOL							
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

PART V. Assume you are taking a test and you think you cannot get a good grade unless you cheat. Put an "X" next to the reason(s) you think justify a decision to cheat.

C-13. Cheat on a college exam.

	YES	NO	TOTAL
OVERALL	**21%** 862	**79%** 3293	4155
		COLLEGE	
College Overall	**17%** 174	**83%** 837	1011
Public College	**22%** 128	**78%** 453	581
Private College	**2%** 1	**98%** 55	56
Private Religious	**12%** 45	**88%** 329	374
		HIGH SCHOOL	
High School Overall	**22%** 688	**78%** 2456	3144
Public HS	**23%** 571	**77%** 1924	2495
Private HS	**18%** 117	**82%** 532	649
		NOT-IN-SCHOOL	
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*

C-14. Cheat on the SAT exams.

	YES	NO	TOTAL
OVERALL	**16%** 436	**84%** 2252	2688
		COLLEGE	
College Overall	**8%** 81	**92%** 930	1011
Public College	**9%** 55	**91%** 526	581
Private College	**2%** 1	**98%** 55	56
Private Religious	**7%** 25	**93%** 349	374
		HIGH SCHOOL	
High School Overall	**21%** 355	**79%** 1322	1677
Public HS	**21%** 311	**79%** 1178	1489
Private HS	**23%** 44	**77%** 144	188
		NOT-IN-SCHOOL	
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*

C-15. Teacher doesn't care whether I cheat.

	YES	NO	TOTAL
OVERALL	**20%** 824	**80%** 3321	4145
		COLLEGE	
College Overall	**10%** 100	**90%** 910	1010
Public College	**13%** 73	**87%** 507	580
Private College	**2%** 1	**98%** 55	56
Private Religious	**7%** 26	**93%** 348	374
		HIGH SCHOOL	
High School Overall	**23%** 724	**77%** 2411	3135
Public HS	**24%** 603	**76%** 1889	2492
Private HS	**19%** 121	**81%** 522	643
		NOT-IN-SCHOOL	
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*

C-16. Most other students cheat.

	YES	NO	TOTAL
OVERALL	**16%** 644	**84%** 3507	4151
		COLLEGE	
College Overall	**7%** 69	**93%** 941	1010
Public College	**8%** 45	**92%** 535	580
Private College	**2%** 1	**98%** 55	56
Private Religious	**6%** 23	**94%** 351	374
		HIGH SCHOOL	
High School Overall	**18%** 575	**82%** 2566	3141
Public HS	**20%** 491	**80%** 2007	2498
Private HS	**13%** 84	**87%** 559	643
		NOT-IN-SCHOOL	
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*

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PART VI. Indicate by an "X" which of the following you would be willing to do if you were certain it would help you get something you wanted and you were sure you would not get caught.

L-38. Falsify a report at work to get a bonus.

	YES	NO	TOTAL
OVERALL	**14%** 582	**86%** 3580	4162
		COLLEGE	
College Overall	**6%** 58	**94%** 954	1012
Public College	**8%** 44	**92%** 538	582
Private College	**2%** 1	**98%** 55	56
Private Religious	**3%** 13	**97%** 361	374
		HIGH SCHOOL	
High School Overall	**17%** 524	**83%** 2626	3150
Public HS	**16%** 409	**84%** 2092	2501
Private HS	**18%** 115	**82%** 534	649
		NOT-IN-SCHOOL	
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*

L-39. Lie on a resume or in an interview or on a job application.

	YES	NO	TOTAL
OVERALL	**31%** 825	**69%** 1843	2668
		COLLEGE	
College Overall	**31%** 316	**69%** 696	1012
Public College	**30%** 176	**70%** 406	582
Private College	**9%** 5	**91%** 51	56
Private Religious	**36%** 135	**64%** 239	374
		HIGH SCHOOL	
High School Overall	**31%** 509	**69%** 1147	1656
Public HS	**29%** 293	**71%** 714	1007
Private HS	**33%** 216	**67%** 433	649
		NOT-IN-SCHOOL	
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*

L-40. Lie on a college application.

	YES	NO	TOTAL
OVERALL	**19%** 802	**81%** 3352	4154
		COLLEGE	
College Overall	**11%** 114	**89%** 896	1010
Public College	**12%** 71	**88%** 509	580
Private College	**5%** 3	**95%** 53	56
Private Religious	**11%** 40	**89%** 334	374
		HIGH SCHOOL	
High School Overall	**22%** 688	**78%** 2456	3144
Public HS	**21%** 523	**79%** 1972	2495
Private HS	**25%** 165	**75%** 484	649
		NOT-IN-SCHOOL	
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*

L-41. File a false insurance claim.

	YES	NO	TOTAL
OVERALL	**14%** 593	**86%** 3569	4162
		COLLEGE	
College Overall	**11%** 108	**89%** 904	1012
Public College	**12%** 69	**88%** 513	582
Private College	**16%** 9	**84%** 47	56
Private Religious	**8%** 30	**92%** 344	374
		HIGH SCHOOL	
High School Overall	**15%** 485	**85%** 2665	3150
Public HS	**15%** 365	**85%** 2136	2501
Private HS	**18%** 120	**82%** 529	649
		NOT-IN-SCHOOL	
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*

M-1. How many questions did you answer with complete honesty?

	All	All but 1 or 2	All but 3 - 5	All but 6 - 10	TOTAL
OVERALL	**70%** 3727	**22%** 1186	**5%** 276	**2%** 105	5294
			COLLEGE		
College Overall	**69%** 1448	**23%** 487	**5%** 113	**2%** 37	2085
Public College	**70%** 714	**23%** 233	**6%** 57	**2%** 18	1022
Private College	**69%** 734	**24%** 254	**5%** 56	**2%** 19	1063
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			HIGH SCHOOL		
High School Overall	**60%** 828	**28%** 387	**7%** 99	**4%** 59	1373
Public HS	**62%** 598	**27%** 261	**7%** 65	**4%** 41	965
Private HS	**56%** 230	**31%** 126	**8%** 34	**4%** 18	408
			NOT-IN-SCHOOL		
Not-in-School Overall	**79%** 1451	**17%** 312	**3%** 64	**0%** 9	1836

M-2. How many questions did you answer with complete honesty?

	All	All but 1 or 2	All but 3 - 5	All but 6 - 9	At least 10 questions	TOTAL
OVERALL	**57%** 1478	**31%** 809	**9%** 226	**2%** 39	**2%** 47	2599
			COLLEGE			
College Overall	**60%** 589	**30%** 298	**7%** 64	**1%** 10	**2%** 17	978
Public College	**60%** 334	**31%** 169	**6%** 32	**1%** 7	**2%** 12	554
Private College	**67%** 37	**27%** 15	**4%** 2	**0%** 0	**2%** 1	55
Private Religious	**59%** 218	**31%** 114	**8%** 30	**1%** 3	**1%** 4	369
			HIGH SCHOOL			
High School Overall	**55%** 889	**32%** 511	**10%** 162	**2%** 29	**2%** 30	1621
Public HS	**53%** 755	**33%** 473	**11%** 153	**2%** 28	**2%** 29	1438
Private HS	**73%** 134	**21%** 38	**5%** 9	**1%** 1	**1%** 1	183
			NOT-IN-SCHOOL			
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*

M-3. Filling out this questionnaire made me think more about ethics and will change some of my behavior.

	Definitely	Probably	Probably Not	No Way	TOTAL
OVERALL	**6%** 232	**34%** 1247	**50%** 1843	**10%** 371	3693
			COLLEGE		
College Overall	**6%** 115	**32%** 668	**53%** 1091	**9%** 190	2064
Public College	**4%** 42	**34%** 339	**53%** 531	**9%** 94	1006
Private College	**7%** 73	**31%** 329	**53%** 560	**9%** 96	1058
Private Religious	*Not Available*	*Not Available*	*Not Available*	*Not Available*	*Not Available*
			HIGH SCHOOL		
High School Overall	**5%** 71	**36%** 481	**46%** 624	**13%** 168	1344
Public HS	**6%** 55	**41%** 386	**42%** 400	**11%** 101	942
Private HS	**4%** 16	**24%** 95	**56%** 224	**17%** 67	402
			NOT-IN-SCHOOL		
Not-in-School Overall	**16%** 46	**34%** 98	**45%** 128	**5%** 13	285

M-4. How important is it to you that those who know you well think of you as a very ethical person?

	Very Important	Somewhat Important	Unimportant	TOTAL
OVERALL	**47%** 1251	**46%** 1213	**8%** 202	2666
		COLLEGE		
College Overall	**54%** 547	**41%** 414	**6%** 58	1019
Public College	**51%** 303	**43%** 252	**6%** 37	592
Private College	**67%** 37	**31%** 17	**2%** 1	55
Private Religious	**56%** 207	**39%** 145	**5%** 20	372
		HIGH SCHOOL		
High School Overall	**43%** 704	**49%** 799	**9%** 144	1647
Public HS	**43%** 632	**48%** 709	**9%** 125	1466
Private HS	**40%** 72	**50%** 90	**10%** 19	181
		NOT-IN-SCHOOL		
Not-in-School Overall	*Not Available*	*Not Available*	*Not Available*	*Not Available*

Appendix D

Aspen Declaration

ASPEN DECLARATION ON CHARACTER EDUCATION

1. The next generation will be the stewards of our communities, nation, and planet in extraordinarily critical times.

2. The present and future well-being of our society requires an involve, caring citizenry with good moral character.

3. People do not automatically develop good moral character; therefore, conscientious efforts must be made to help young people develop the values and abilities necessary for moral decision-making and conduct.

4. Effective character education is based on core ethical values which form the foundation of democratic society, in particular, respect, responsibility, trustworthiness, caring, justice and fairness and civic virtue and citizenship.

5. These core ethical values transcend cultural, religious, and socio-economic differences.

6. Character education is, first and foremost, an obligation of families; it is also an important obligation of faith communities, schools youth and other human service organizations.

7. These obligations to develop character are best fulfilled when these groups work in concert.

8. The character and conduct of our youth reflect the character and conduct of society; therefore, every adult has the responsibility to teach and model the core ethical values and every social instituttion has the responsibility to promote the development of good character.

The Josephson Institute of Ethics

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A Few Words From Aspen Participants...

"Our Society has to do a much better job of taking care of its children. The conference has energized me to take the matter of character education as a higher priority for Family Services of America and to increase our efforts to become more involved with family and school programs. I intend to urge other human service organizations to join this effort and make character education a priority." — **Geneva Johnson**, president and CEO of Family Service of America and chair of Leadership 17, an association of the nation's 17 largest human service organizations.

"The progress we made and the potential for impact is impressive by any standards. I was especially encouraged to discover how willing the youth service organizations were to find new and more effective ways of reinforcing their efforts to develop good character in their members." — **Dr. David Brooks**, president, Thomas Jefferson Center, Pasadena, CA.

"The Declaration is an important achievement. It is our hope that parents, schools, religious and other human service organizations will renew their commitment go guide and support the character development of our young people." — **Gary Edwards**, president, Ethics Resource Center.

"This issue is of vital importance and I want to be sure we do our share. I want to work more closely with other youth service organizations on specific activities to foster character education." — **Mary Rose Main**, National Executive Director of the Girl Scouts of U.S.A.

ASPEN DECLARATION SIGNATORIES:

SCHOOLS

Jane Amero, Chair, State Board of Education, Maine, Portland, ME
Sharon Banas, Coordinator, Sweet Home District Values Education Program, Buffalo, NY
Dr. Diane Berreth, Dep. Exec. Dir., Assoc. for Supervision and Curriculum Development, Wash. D.C.
Michael Carotta, Dir of Religious Education, Nat'l Catholic Education Assoc., Wash. D.C.
Dr. H. Dean Evans, State Superintendent of Public Instruction, Indiana
Mary Jean Katz, Character Education Coordinator, Oregon Dept. of Education, Salem, OR
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YOUTH AND OTHER HUMAN SERVICE GROUPS

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Geneva Johnson, M.S.Ed., Pres./CEO Family Services of America. Milwaukee, WI
Joanne Livesey, Dir. of Program Development for Community Education Services, Children's Television Workshop
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• Signed in individual capacity only; organizational affiliations are listed only for purposes of identification

Appendix E

Ethical Do's and Don'ts

I. TRUSTWORTHINESS

- ➢ Worthy of trust, honor and confidence

  Honesty: trustful, sincere, nondeceptive, candid, not cheating

  Integrity: morally courageous, pricnipled

  Promise-Keeping: dependable, reliable

  Loyalty: faithful, allegiant, supportive, maintains confidences

II. RESPECT

- ➢ Regard for the dignity, worth and autonomy of all persons (including self)

  Treating others with courtesy, civility, politeness

  Tolerating others' beliefs

  Accepting Individual differences Without Prejudice

  Refraining from Violence, Coercion, Intimidation

III. RESPONSIBILITY

- ➢ Acknowledgement and performance of duties to others and self

  Accountability: answerable for consequences of decisions

  Pursuit of Excellence: diligent, perseverant

  Self-Discipline: self-control, restraint

IV. JUSTICE & FAIRNESS

- ➢ Making decisions on appropriate factors: impartiality, avoidance of conflicts of interest

  Commitment to Equity and Equality

  Openness to information and ideas

  Reasonableness

  Due Process

  Consistency

  Fair play

V. CARING

- ➢ Regard for the well-being of others

  Kindness

  Compassion

  Consideration

  Unselfishness

  Charity: altruism, giving

VI.CIVIC VIRTUE & CITIZENSHIP

- ➢ Recognition of and living up to social obligations

  Participation in demoncratic process

  Law abidance

  Protection of Environment

  Community Service

  Doing one's share

I. TRUSTWORTHINESS

HONESTY

Do's

- Tell the truth, the whole truth and nothing but the truth.
- Be forthright, candid and frank.
- Be sincere – say what you mean, mean what you say.
- If you find property, try to return it to its owner.

Don'ts

- Don't betray a trust; strive to meet the legitimate expectations of those who trust you.
- Don't lie (purposely misrepresenting facts or opinions).
- Don't deliberately deceive or mislead by any means (concealing, distorting, telling half-truths).
- Don't be devious or tricky.
- Don't withhold important information in relationships of trust.
- Don't steal another's property.
- Don't cheat, defraud or engage in tricks or subterfuges

Ethical Do's...

INTEGRITY AND COURAGE

Do's

- Stand up for your beliefs about right and wrong; be yourself, resist social pressures to do things you think are wrong.
- "Walk your talk;" show commitment, courage and self-discipline by doing the right thing regardless of personal cost.

PROMISE-KEEPING

Do's

- Be reliable, keep your word – pay your debts, return what you borrow.
- Make only those commitments that you firmly intend to keep and reasonably think you can keep.

Don'ts

- Don't use tricky, unreasonable or bad faith interpretations of the language of an agreement to evade commitments.

FIDELITY AND LOYALTY

Do's

- Keep confidential information confidential; be discreet with private information that could be embarrassing or harmful to others.

- Within the limits of your other ethical obligations, be loyal by standing by, supporting, helping and protecting your family, friends, teachers, employers, school, community and country.

Don'ts

- Don't talk behind people's backs, spread rumors or engage in harmful gossip.
- Don't violate other ethical principles in the name of loyalty – lying, cheating, stealing or harming others to keep or win a friendship or gain approval.
- Don't betray your loyalty by asking a friend to do something wrong to keep your friendship.

II. RESPECT

Do's

- Treat all people with respect by being courteous and polite.
- Respect the autonomy of others. Taking into account their age and maturity, respect the right of individuals to make decisions about their own lives.

...and Don'ts

- Be tolerant, appreciative and accepting of individual differences.
- Judge all people on their merits, not on their race, religion, nationality, gender, physical or mental condition, social or economic status or any other improper factor.

Don'ts

- Don't insult, abuse, demean, mistreat, or harass others.
- Don't make inappropriate or unwanted comments about a person's race, religion, gender, or sexual orientation.
- Don't use, manipulate, exploit or take advantage other people.

III. RESPONSIBILITY

ACCOUNTABILITY

Do's

- Think before you act – consider the possible consequences on yourself and others and decide whether the act is honest, fair, caring and respectful to all who will be affected.
- Be accountable; accept responsibility for the consequences of your actions and inactions.
- Be reliable; perform your duties.
- Set a good example with your own conduct; act as if someone whose respect you want is always watching.
- Take the initiative to make your society, school or home life better for yourself and others.

Don'ts

- Don't blame others for your mistakes or take credit for the achievements of others.

PURSUIT OF EXCELLENCE

Do's

- Do your best; make everything you do worthy of your pride.
- Be perseverant; meet your responsibilities even when it is difficult to do so.

IV. JUSTICE & FAIRNESS

Do's

- Treat all people fairly.
- Be open-minded, listen to others and try to understand what they are saying and feeling.
- In making decisions, fairly consider all relevant information, including opposing viewpoints.
- Make decisions with impartiality based on consistent and appropriate standards.

Don'ts

- Don't take unfair advantage of the mistakes or ignorance of others.
- Don't take more than your fair share.
- Don't let personal feelings improperly interfere with decisions that should be made objectively on the merits.

V. CARING

Do's

- Show that you care about others through kindness, caring, generosity, sharing and compassion.
- Live by the Golden Rule – treat others the way you want them to treat you.

Don'ts

- Don't be selfish, mean, cruel or insensitive to the feelings of others.

VI.CIVIC VIRTUE & CITIZENSHIP

Do's

- Obey laws and school rules.
- Do your share; stay informed, vote, protect your family and community, report crimes.
- Be charitable and altruistic.

NOTE: JI's explanations of core ethical values are not necessarily endorsed by all Aspen Summit participants.

Appendix F

Consensus Ethical Values:

Six Pillars of Character

CONSENSUS ETHICAL VALUES: SIX PILLARS OF CHARACTER

I. **TRUSTWORTHINESS** - being worthy of trust, honor and confidence in all relationships.

- Honesty (truthful, sincere, nondeceptive, candid, not cheating)
- Integrity (morally courageous, principled)
- Promise-Keeping (dependable, reliable)
- Loyalty (faithful, allegiant, supportive, maintains confidences)

II. **RESPECT** - demonstrating regard for the *dignity, worth* and *autonomy* of all persons (including self.)

- Treating Others with Courtesy, Civility, Politeness
- Tolerating Other's Beliefs
- Accepting Individual Differences Without Prejudice
- Refraining from Violence, Coercion, Intimidation

III. **RESPONSIBILITY** - acknowledging and living up to duties to others and self.

- Accountability (answerable for consequences of decisions)
- Pursuit of Excellence (diligent, industriousness, perseverant)
- Self-Discipline (self-control, restraint)

IV. **JUSTICE & FAIRNESS**

- Making Decisions on Appropriate Factors (impartiality, avoidance of conflicts of interest)
- Commitment to Equity and Equality
- Openness to Information and Ideas
- Reasonableness
- Due Process
- Consistency
- Fair Play (abide by rules)

V. **CARING** - demonstrating regard for the well-being of others.

- Kindness
- Compassion
- Consideration
- Unselfishness
- Charity (altruism, giving)

VI. **CIVIC VIRTUE & CITIZENSHIP** - recognizing and living up to the obligations of society and community

- Participating in Democratic Process (voting, government service)
- Obeying Laws
- Protection of the Environment
- Community Service
- Doing One's Share

Appendix G

About the Josephson Institute

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About the
Josephson Institute of Ethics. . .

The Joseph & Edna Josephson Institute of Ethics is a public benefit nonprofit corporation founded by Michael Josephson in honor of his parents to improve the ethical quality of society. It is a membership organization designed to gather and focus the moral energy of people who want to do something to make our society more honest, more fair, more caring and more accountable.

MISSION: Our mission is unique in that it focuses on action and behavior in addition to research and theory. We offer ethics leadership training, publications, and consultations to help people, especially those in positions of power, to recognize and realize their potential to do good -- to make a difference. We have worked extensively with influential leaders in government, business, journalism, law, education and the nonprofit community.

ACTIVITIES: The Institute became active in mid-1987, when we offered our first programs and materials, Since that time, the Institute has become nationally recognized for its innovative programs and publications. In addition to our magazine, *Ethics: Easier Said Than Done,* and the *Ethics in Action* newsletter, we have conducted over 350 programs and workshops for more than 60,000 persons -- including legislators and mayors, high-ranking public executives, congressional staff, editors and reporters, senior corporate and nonprofit executives, judges, lawyers, and military and police command officers. We have an established Government Ethics Center, which coordinates our government programs and materials.

FUNDING: The Institute is a 501 (c)(3) tax-exempt organization funded by individual memberships and gifts, foundation and corporate grants, fees, and contributions for services, and sales of printed materials, tapes and subscriptions.

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